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ABSTRACT

A study examined the costs and benefits of Indiana adult basic education (ABE). Designers of the study sought to identify those programs that are cost effective/cost efficient and to establish a viable ABE local program accountability system. Included among the major study activities were the following: formation of a steering committee, site visits to 46 local program sites, pop quizzes of ABE staff during the site visits, completion of a registration form checklist, a computer analysis of individual program financial statistics, a literature search, completion of a program proposal review, presentations, fiscal interviews, and a document review. Using a per-program cost figure based upon identified sources of ABE direct expenditures, researchers showed that as the percent of level 1 student enrollment increases so does cost per contact hour. While increases in the percentage of full-time teachers increased the cost per enrollment, increases in the percent of teachers' aides had the opposite effect. Researchers recommended that the following factors be considered in developing program evaluation measures: the reasons students left a program, students' progress at the time of their exit from a program, and followup data on program completers. (MN)

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COSTS AND BENEFITS OF INDIANA ABE

- AN EVALUATION OF ADULT BASIC EDUCATION IN INDIANA, PHASE III: LOCAL PROGRAM ISSUES.

JULY 1982

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CE 034 053

A study conducted for the Indiana Department of Public Instruction, Division of Adult and Community Education

Mary Greich Williams, Director
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Linda Zeller

Marketing, research, evaluation and training services to business, industry and public sector.

EXECUTIVE SUMMARY

OF

AN EVALUATION OF

ADULT BASIC EDUCATION

IN INDIANA

JULY 1982

PHASE III: LOCAL PROGRAM ISSUES

EVALUATION DESIGN

New Educational Directions, Inc. (NED) examined the following issues:

1. What program practices and procedures are cost-effective/cost-efficient?

2. On what basis should ABE programs be compared to each other?

   - Indiana ABE programs that received federal funds in FY81 and FY82 were included in this study. (N=46)

ISSUES	CONCLUSIONS
o OVERVIEW	FY81 DATA TOTAL ENROLLMENT: 25,552 TOTAL STATE $: 2,331,883 TOTAL FEDERAL GRANT $: 2,044,100 1,878 Persons became employed or were promoted in their job as a result of adult education. 802 Persons were removed from public assistance.
o COST AND ABE PRACTICES AND PROCEDURES	Using a per program cost figure based upon identified sources of ABE direct expenditures, cost analyses showed the following: o As percent of enrollment of Level I, Phase I students increases, so does the cost per contact hour. ($p < .04$) o As the percent of ESL enrollment increases, cost per enrollment decreases. ($p < .01$) o As the percentage of full-time teachers in a program increases, so does the cost per enrollment. ($p < .01$) o As the percent of aides to teachers increases, the cost per contact hour decreases. ($p < .05$)

- **VERIFYING AND COMMUNICATING THE BENEFITS OF ABE PROGRAMS**

- REASONS STUDENTS LEFT A PROGRAM should be the basis for designing program outcome measures by which programs can be compared to each other.

- STUDENTS' PROGRESS SHOULD BE DOCUMENTED IN STUDENT FOLDERS in such a way that when students leave the program without notice, it is possible to tell what kind of progress they were making.

- LOCAL PROGRAM SHOULD BE ENCOURAGED TO IMPLEMENT SYSTEMATIC FOLLOW-UP PROCEDURES USING VOLUNTEERS because of the unavailability of funds for staff to do this.

- REPRESENTATIVES OF THE ABE COMMUNITY WITH LEADERSHIP FROM DPI STAFF should meet together and consider the "special cases" involved in "reasons students left a program".

- STANDARDIZED TESTING of any kind with instruments currently available should be dismissed as a possible measurement tool of student progress.

- STANDARDIZED TESTING should continue to be used for intake assessment purposes until:

    1) Federal requirements for Level I students are removed, AND

    2) The Indiana ABE community develops a manageable Functional Assessment Categorization system.

- CONTACT HOURS, as the agreed-upon most reliable local program data should continue for the time being to be a basis for funding.

o **WHAT TAXPAYERS GET FOR THEIR ABE DOLLARS**

Detailed descriptions of ABE ON A DAILY BASIS are provided in the full report. Students'

- o ENTRY
- o INSTRUCTION
- o EXIT

from the program are described.

O **DIVERSITY OF INDIANA ABE**

- Individual summaries of the 46 programs in this study are included.

A FINAL NOTE

Program cost

The ABE community with DPI leadership have been extremely resourceful in adapting to belt-tightening and budget-cutting, but their alternatives at this point seem nearly exhausted.

Directors were asked, "What effect would an additional 5-10% budget cut have on your program?"

> 6 Directors responded, "OUR PROGRAM WOULD FOLD."

ABE programs simply are not in a position to implement cut-backs that don't drastically effect their delivery of service.

Program outcome measures

The ABE Operations Manual (page 17) states,

> "The quality of the job being performed by a local agency is ultimately determined by what happens to the students.
>
> o who comes
> o how many there are
> o how long they stay
> o what they accomplish"

ABE's current reporting methods do a good job on the first three issues above. We believe that designing program outcome measures around reasons why students leave programs, will allow the ABE community to more effectively determine, "what students accomplish".

. . . EVEN COLUMBUS HAD MAPS

And when NED set out on the quest for ABE program outcome measures we had the Steering Committee. In the same way Columbus' maps probably kept him from sailing endlessly nowhere, the Steering Committee kept us on track with their gentle, "Yes, but have you thought about this?" insights.

Columbus probably wouldn't have made it without his maps.
. . . We're not sure where we'd be on this project if we hadn't had help from:

EVALUATION STEERING COMMITTEE

Barbara Bevelhimer
Logansport Community School Corporation

Richard Deputy
Fort Wayne Community Schools

Sue Miller
IUPUI, Indianapolis

Tommy Paul
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NOTE

The scope of this evaluation is limited to Indiana's Adult Basic Education Program supported by federal funds pursuant to P.L. 95-561.

Unless otherwise indicated, the term "DPI" is used in this report to mean the ABE unit of the Indiana Department of Public Instruction, Division of Adult and Community Education. DPI is an equal opportunity employer.

TO THE ABE COMMUNITY:

Evaluation in Adult Basic Education: How and Why
(Grotelueschen, Gooler, Knox, page 20)

states,

"Like many other activities, formal evaluation is widely endorsed and seldom pursued. Endorsement of evaluation, like endorsement of regular visits to the dentist is reasonably comfortable; actual involvement in evaluation (like an actual visit to the dentist) often is not."

We commend the entire ABE community, first of all, for actually pursuing formal evaluation. Secondly, we are most appreciative of the answered requests for data, the time you spent sharing your concerns with us, your courteous demeanor during the entire "stay at the dentist".

STAFF CONTRIBUTIONS

This study was truly a team effort:

Brenda Coffing coordinated Steering Committee meetings, was involved in phone interviews, was responsible for follow-up on several of the data collection efforts, and was responsible for the production aspects of this document.

Mary Hudson was responsible for compilation of the program summaries, had a major role in site visits and program phone interviews, and wrote several sections of this report.

Nanci Johnson had a major role in cost analyses and was in charge of the "NED Data Checks". This included beginning with program reporting forms, getting them keypunched, programmed, and verified. She also conducted site visits, and was involved in report writing.

Kim Killham designed the site visit interview guides, and was responsible for coordinating data collection (and NED staff) for individual program summaries. She was also involved in cost analyses, Steering Committee meetings, and overall project planning.

Bob Horton, a NED consultant, was responsible for all programming and statistical analyses.

Also,

F. B. Gannon and Meribeth Zannoni, conducted site visits, Teresa Stull typed the individual program summaries, and Robin Morris and Kathi Schieler assisted with keypunching. Judy Thompson and Sandy Bayless were responsible for all fiscal accountability.

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SUPPLEMENTARY SECTION

o EVALUATION OVERVIEW

In September 1980, New Educational Directions, Inc., (NED) began a three phase evaluation of Indiana's federally-funded Adult Basic Education program. This concludes the evaluation's third phase.

Phase I September - December 1980	Planning - NED staff became acquainted with Indiana's ABE community and their evaluation needs. An evaluation plan for Phases II and III which was presented to the Evaluation Steering Committee was accepted.
Phase II January - June 1981	State-Level Management Issues Data collection included 1. Two directors' questionnaires. 2. Teachers' questionnaire. 3. Individual interviews with all DPI staff in the ABE unit. 4. Phone interviews with local directors and 310 project staff. 5. Observation of a team evaluation. 6. Examination of a variety of documents.

Major Recommendations

(excerpted from Phase II, Executive Summary)

o ABE's Mission

The mission of ABE expressed in the state plan goals represents the thinking of the Indiana ABE community well. Expansion of services to those in most need is the theme. NED encourages the ABE community to consider realigning their priorities, at least temporarily, to correspond to the state's economic development thrust.

- State Leadership

DPI's leadership has been well established within the ABE community.

Though significant progress has already been made, NED recommends continued expansion of ABE's advocacy base beyond the ABE community.

- Evaluation, Monitoring, and Accountability

ABE directors are ready to hold their programs accountable for achieving specific standards of efficiency and effectiveness. NED will tackle the considerable challenges of developing an efficient and equitable accountability system as a by-product of the evaluation's third phase.

- Services to Local Programs

Newsletters, program visits, and telephone consultation appear to be viable approaches with which DPI staff may provide services to local programs.

- 310 Special Grants Program

Administration procedures for these grants compare favorably to standard practices.

PHASE III - LOCAL PROGRAM ISSUES

EVALUATION DESIGN

The ABE community, with direction provided by the evaluation Steering Committee, decided their primary evaluation needs were to know:

1. What program practices and procedures are cost-effective/cost-efficient?
2. On what basis should ABE programs be compared to each other?

PHASE III PROJECT ACTIVITIES

were designed to examine issues related to:

1) cost and local program practices and procedures.
2) a viable ABE local program accountability system.

ACTIVITY	PROJECT ROLE
STEERING COMMITTEE o Direction-setting board for the evaluation.	Primary activities: o Provided local program input on all phases of the evaluation. o Made recommendations about factors affecting program outcome measures. o Reviewed site visit interview guides.
*SITE VISITS o All Indiana ABE programs who received federal monies in both FY81 and FY82 were included in the evaluation (N=46).	o Teachers and directors at 21 programs were interviewed using structured interview format. o Phone interviews (20-45 minutes each) were conducted with staff from an additional 25 ABE programs.
*"POP QUIZ"	During site visits, ABE staff were asked to complete a written form that requested definitions of terms which are needed in federal and state reporting procedures: o Enrollment o Registration o Units of Instruction o Level I o Level II
*REGISTRATION FORM CHECKLIST	o Local program registration forms obtained during site visits were reviewed using a checklist of items that are included on ABE federal reporting forms. o Registration forms from 25 programs were reviewed.

COMPUTER ANALYSES	FY81 data from each program's o Federal report o Cumulative report, and o Final fiscal report were programmed along with data from site visits and phone interviews. o An initial draft of individual program statistics was presented to local directors at their December Brown County Conference.
*DIRECTOR QUESTIONNAIRE	o For cost analyses, a comparable program expense figure was needed. o Phone interviews were designed to identify contributions from fiscal agents, CETA, and any other substantial source of program operating funds.
LITERATURE REVIEW	o Examination of ABE research on program outcomes. Copies of the literature review summary were distributed to Steering Committee members including DPI staff.
MAILING TO ADULT EDUCATION DIRECTORS	o Requests were sent to all state adult education directors requesting copies of their states' reporting forms. o Forms were received from 38 states.
PROGRAM PROPOSAL REVIEW	o Program proposals for FY81 funds were systematically reviewed (N=46).

PRESENTATIONS	Several presentations on the Phase II evaluation findings were made. These were also opportunities to gather input on Phase III evaluation issues. Presentations were made at: o a professional development seminar for teachers involved in the Portage Dissemination Center. o the ABE State Plan hearing for state agency representatives. o *the ABE Spring Directors' Conference. Also, NED staff conducted the spring training for ABE visiting team evaluators.
FISCAL INTERVIEWS	Financial data related to ABE cost issues were obtained in interviews with o the federal auditors who recently conducted the ABE audit, o Director of the DPI Division of School Finance, and o ABE/CETA Coordinator at DPI.
DOCUMENT REVIEW	Documents reviewed included: o 1983-85 Indiana State Plan o ABE Operations Manual o Indiana's 1980-81 Final Federal Report for ABE o An evaluation of Pennsylvania ABE.

All information reported in this study was obtained from these data collection efforts unless otherwise indicated.

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*Copies of NED-developed survey instruments are included in the Supplementary Section of this report.

FY81 FEDERALLY-ASSISTED ABE PROGRAMS INCLUDED IN THIS STUDY

Three ABE programs that received federal monies in FY81 did not re-apply for FY82 monies and were not included in the study. Also, a new ABE fiscal agent for FY82 was not included in the study since FY81 reporting data were used in analyses.

o Programs are rank-ordered by amount of federal monies received in FY81.

KEY: X indicates NED staff conducted director and teacher interviews on site.

PROGRAM	FY81 FEDERAL $$$	SITE VISIT
Indianapolis	$196,042	X
Department of Correction	176,062	X
Portage Township	142,245	X
Vincennes University-Jasper Center	102,826	
Vincennes University	94,913	X
New Albany	91,982	X
Fort Wayne	79,930	X
Gary	79,021	X
New Castle	69,024	X
Tippecanoe	60,455	X
Bartholomew County	57,864	X
Blue River	57,638	X
Lafayette Reading Academy	49,859	X
Southeastern Indiana Vocational School	48,082	X
Logansport	47,142	X
East Chicago	42,912	
Wayne Township	42,105	X
South Bend	41,645	X
Lake Ridge	41,163	
Muncie	37,288	
Evansville	36,293	
Richmond	35,579	X

PROGRAM	FY81 FEDERAL $$$	SITE VISIT
Anderson	$ 33,866	
Monroe County	33,748	
Kokomo	33,718	X
Michigan City	33,486	
Hammond	30,615	
Garrett-Keyser-Butler	28,188	
Pike County	25,007	
Central Nine	24,469	
Marshall County	21,651	
Vigo County	21,438	
Marion	20,590	
Crawfordsville	17,472	X
Upper Wabash	14,111	X
Edinburgh	13,618	
Jay County	12,693	
IVTC - Lebanon	11,221	X
Elkhart	6,834	
Perry County	6,707	
Tippecanoe Valley	6,408	
Fayette County	5,819	
Mount Vernon	4,881	
Elwood	3,742	
Frankfort	2,013	X
Noblesville	1,555	

NOTE: All figures were obtained from DPI fiscal records with the following exception. During the production of this document, program summaries included in Section IV were reviewed by program directors. Two directors stated they had received a slightly different figure than our records showed, and their figures are included here.

SITE VISITS SAMPLED THE DIVERSITY OF INDIANA ABE OPERATIONS

As shown, the programs included in the site visit selection were intended to represent the diversity in ABE program operations in Indiana, and as such were:

- geographically distributed throughout the state;
- representative of "new" and "old" ABE programs;
- a range of program sizes based on several dimensions including number of sites within a program, enrollment, and state and federal funding; and
- representative of programs serving special populations including institutionalized persons, senior citizens, and ESL* students.

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*English As A Second Language

ABE

"o PURPOSE of Adult Basic Education is to provide instruction for adults who lack the basic skills and knowledge needed to function in American society.

o PROGRAMS are conducted on a community-wide basis in coordination with other agencies.

o CURRICULUM is designed for those with less than a high school education with an emphasis on the most basic academic and coping skills."[1]

TOTAL ABE ENROLLMENT* 1980-81: 25,552 PERSONS[2]

ABE INSTRUCTION WAS AVAILABLE IN - Indiana has 92 counties

o 75 COUNTIES

o 6 MENTAL HEALTH INSTITUTIONS - Indiana has 10 adult mental health institutions

Enrollment: 689

o STATE CORRECTIONAL FACILITIES**

Enrollment: 1,264

o ENGLISH AS A SECOND LANGUAGE (ESL) INSTRUCTION

Enrollment: 3,249

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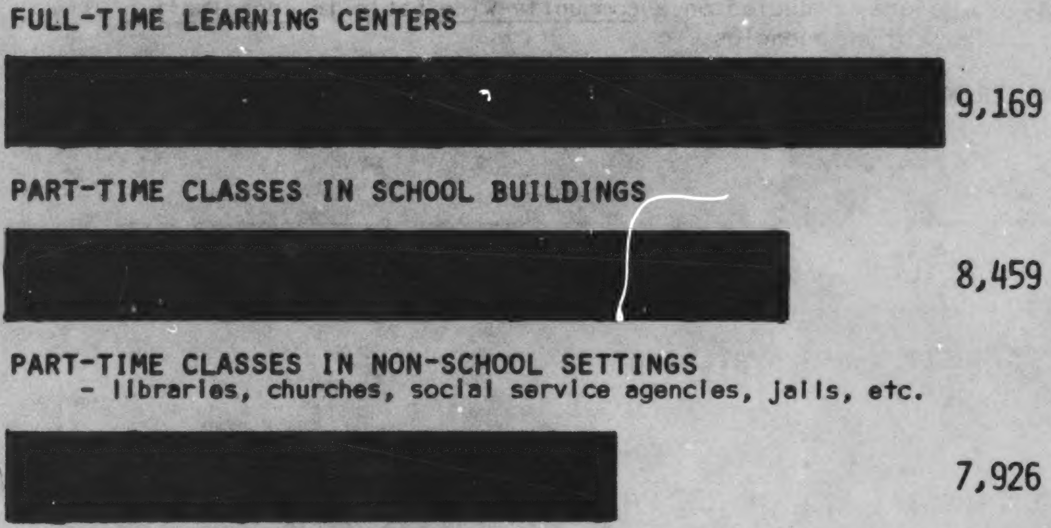
*To be considered enrolled, participants must have had at least 12 hours of ABE instruction.

**"Additional adult basic and a number of high school equivalency classes were provided by the Department of Correction using its own resources."[3]

WHERE STUDENTS ATTEND ABE CLASSES[4]
1980-81



"Nearly all funded agencies have established class locations in non-school facilities in order to increase accessibility to students or to create the best possible environment for learning."5

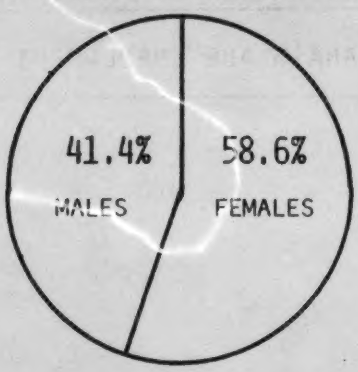
70 FULL-TIME SITES

149 DAY-TIME CLASSES

322 EVENING CLASSES

TOTAL 25,552

ABE STUDENT CHARACTERISTICS



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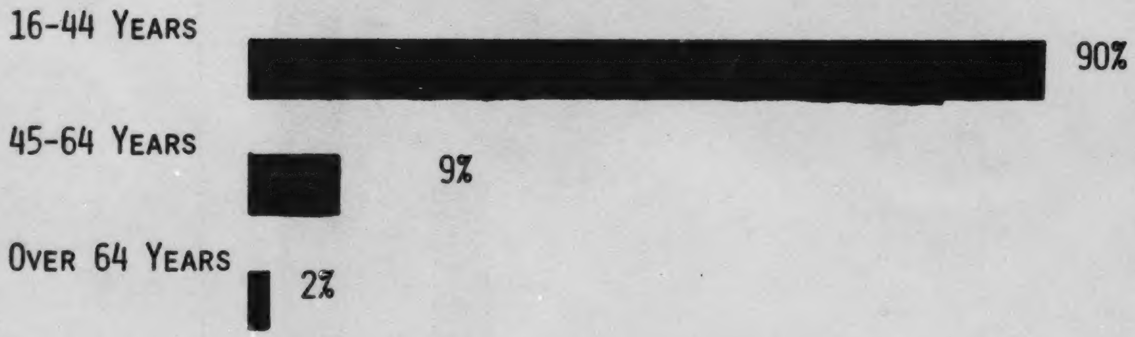
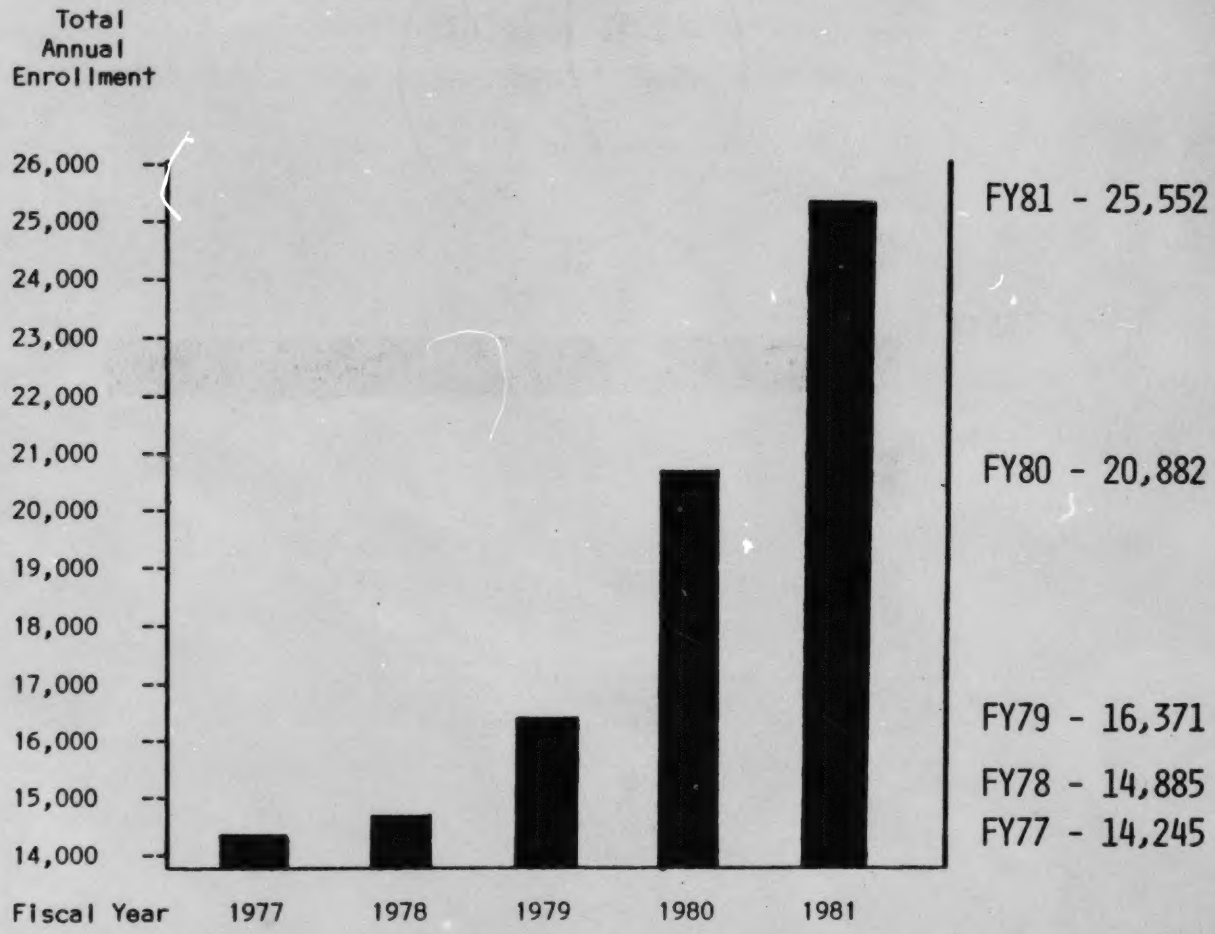


ETHNIC BACKGROUND	
White/Other	66%
Black	17%
Asian	8%
Hispanic	7%

Totals may not be 100% due to rounding error.

INDIANA'S ABE ENROLLMENT TREND



Enrollment statistics shown are from ABE Final Federal reports for each year shown.

BENEFITS

"The target population is defined by statute (P.L. 91-230 as amended), by regulation, and within the Indiana State Plan. Federal law describes adult basic education students as those

> 'whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability . . .' (Section 303, Adult Education Act)"[7]

NUMBER WHO BECAME	EMPLOYED IN 1980-81 AS A RESULT OF ADULT EDUCATION[8]
1,722	ADULTS
x $6,700	WHICH IS MINIMUM WAGE INCOME
$11,537,400	INCOME EARNED BY ADULTS WHO BECAME EMPLOYED
	JOB PROMOTIONS
1,156	ADULTS PROMOTED AS A RESULT OF ADULT EDUCATION
$231,200	ADDITIONAL EARNINGS FIGURED AT A 10¢ PER HOUR WAGE INCREASE
	REMOVED FROM PUBLIC ASSISTANCE
802	PERSONS REMOVED FROM PUBLIC ASSISTANCE
x $2,412	AVERAGE ANNUAL COST PER FAMILY ON PUBLIC ASSISTANCE (DOES NOT INCLUDE WELFARE BENEFITS, E.G., MEDICAID, FOOD STAMPS.)
$1,934,420	TOTAL ESTIMATED ANNUAL SAVINGS TO THE PUBLIC

ADDITIONAL ABE IMPACT 1980-81[9]	
BENEFIT	NUMBER OF PERSONS
PASSED GED	3,938
MET PERSONAL GOAL	3,285
ENTERED TRAINING PROGRAM	1,157
REGISTERED TO VOTE	478
OBTAINED DRIVER'S LICENSE	456
CONTINUED SCHOOLING TO A HIGH SCHOOL DIPLOMA	396
OBTAINED CITIZENSHIP	118

Many ABE benefits are the kind not easily measured with numbers.

ABE students[10]: *"I was raised on welfare and food stamps. If I get training, I can pay them back and I won't need welfare and food stamps."*

"I want to show my appreciation. I started with a third grade level education. My son is in high school. I can help him now. I can vote now and would vote for funding for ABE."

BENEFITS OF ABE NOTED AT STATE PLAN HEARINGS

During the recent development of the 1983-85 Adult Education State Plan, public hearings were held throughout the state to provide the public with an opportunity to contribute to the development of the Plan.

Following are excerpts from the written documentation of these hearings. One of the issues discussed was:

"ARE ADULT BASIC AND ADULT HIGH SCHOOL PROGRAMS - FOR PERSONS WITH LESS THAN A HIGH SCHOOL DIPLOMA - REALLY NEEDED?"

IVTC Administrator - *"ABE is critical for helping students prepare for technical education. Programs in ABE increase students' feelings of self-esteem and give them confidence. ABE is valuable for preparing persons for the GED test."*

Member of general public - *"Adult basic education and high school are necessary because, despite our seeming advances, more and more persons seem to be coming into the work force with little if any skills in reading or writing the English language. Further, many are totally deficient in math skills and simple reasoning."*

Local School Administrator - *"ABE is an integral part of our education program. It serves a group of students we could not otherwise serve. No other service has provided more benefits per dollar spent."*

Community agency representative - *"ABE and ASE can provide flexibility for meeting the needs of mentally and physically handicapped persons and those with low incomes."*

Former ABE Student - *"Adult basic education is top priority. If they let me use their tax dollars, I will give them mine if and when I can."*

Local School Assistant Superintendent - *"There is a need for ABE. Based on tests given in a local community in industry, over two-thirds of the adults tested failed to meet requirements for a high school diploma."*

WHO IN INDIANA NEEDS ABE

Census data are one indication of the magnitude of the need for ABE in Indiana.

INDIANA CITIZENS - YEARS OF SCHOOLING, 1976[11]

Years of Schooling	Percentage of Population 18 Years or Older*
4 Years or Less	2%
8 Years or Less	16%
8 - 12 Years	4%
12 Years or More	67%
16 Years or More	11%

22% OF THE INDIANA POPULATION 18 YEARS OR OLDER HAVE LESS THAN 12 YEARS OF SCHOOLING.

Total Indiana Population 18 Years or Older, 1976

3,571,000

ABE is a comprehensive, statewide system, making available instruction in basic academic skills for 22% of the Indiana population who have less than 12 years of schooling.

NATIONAL FIGURES[12] show there is a 27% decrease in enrollment between students entering 9th grade and graduates.

NUMBER OF STUDENTS WHO ENTER 9TH GRADE

NUMBER OF GRADUATES

↓

27% LESS

That is, at least 1 of every 4 students who begin 9th grade do not graduate four years later. This figure reflects a total drop in enrollment for reasons that include death and disability.

*Federally-assisted ABE programs may admit "persons 16 years of age or older who are not enrolled in a regular elementary or secondary school and who are functioning at a competency level of less than high school."13

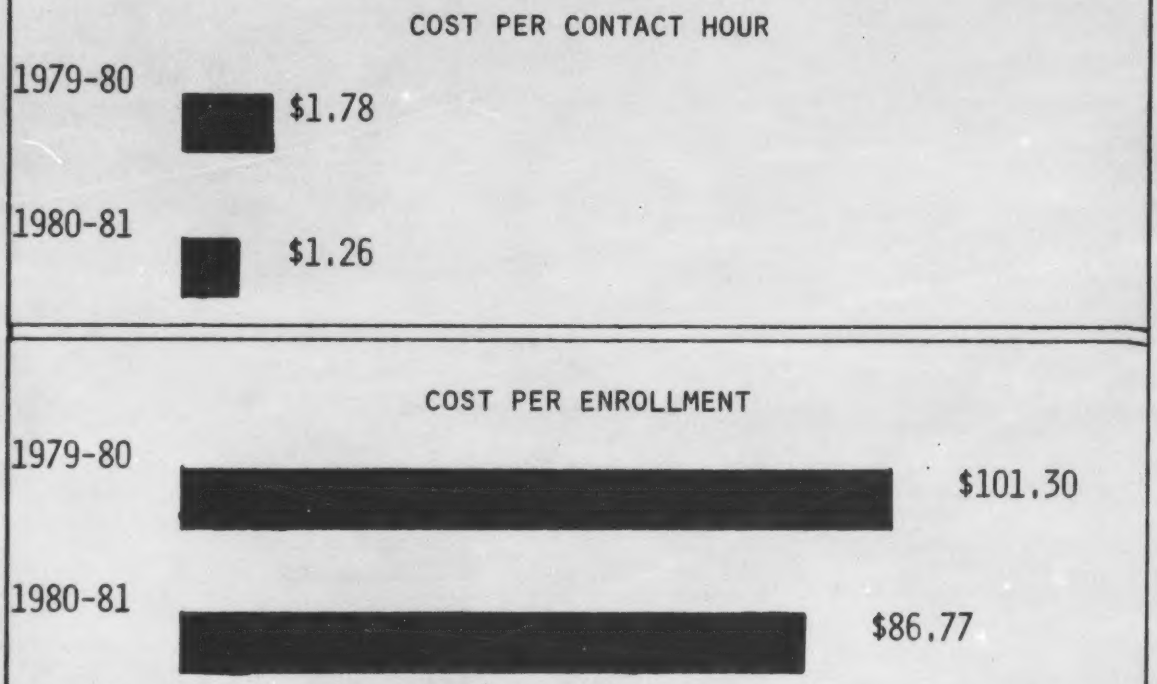
COSTS

<table>
<tr><th colspan="3">1980-81 PROGRAM COSTS</th></tr>
<tr><th></th><th>*STATE $$</th><th>FEDERAL $$</th></tr>
<tr><td>PER CONTACT HOUR
- Calculations based upon reported contact hours for all 46 programs.
Contact hours are clock hours of instruction, per participant.</td><td>$ 1.36</td><td>$ 1.26</td></tr>
<tr><td>PER ENROLLMENT
- Calculations based upon total enrollment of 25,552 for all 46 programs.
Persons enrolled have had at least 12 hours of instruction.</td><td>$ 91.26</td><td>$ 86.77</td></tr>
<tr><td colspan="3">1980-82</td></tr>
<tr><td>PER SITE (LOCATION)
- Number of spring FY82 sites were used in calculations (N=228) with 20% across the board reduction from FY81 funds. (see Section 2.2 Assessment of Resources, "1983-85 Indiana State Plan for Adult Basic and Secondary Education.")</td><td>$8,181.00</td><td>$7,172.00</td></tr>
<tr><td colspan="3">TOTAL STATE ABE EXPENDITURES: $2,331,883 FY80-81
INDIANA'S TOTAL FEDERAL GRANT ABE EXPENDITURES: $2,044,100</td></tr>
</table>

*There are several small Indiana programs which provide adult basic instruction which receive state monies but no federal monies, therefore are not included in these calculations.

Federal costs for contact hours and enrollment are from the "1980-81 Final Report for the Federally-Assisted Adult Education Program". All other figures are from NED-conducted analyses.

INDIANA'S FEDERAL ABE EXPENDITURE TREND[14]


COST PER CONTACT HOUR

COST PER ENROLLMENT

NOTE: Bottom graph uses different scale than top graph. Equivalent scales were not possible with these paper size limitations. Top and bottom graphs are approximately proportional within each graph.

"WHAT WOULD THE EFFECT OF AN ADDITIONAL 5-10% REDUCTION IN FUNDS BE ON YOUR PROGRAM?"*

6 DIRECTORS RESPONDED, "OUR PROGRAM WOULD FOLD"

Other directors who said they could "hang on" another year, stated that after that they weren't sure. Some explained that they currently had enough materials ("inventory") for another year, but once their consumables were used, their program would be in trouble.

Another director stated that no increase has the same effect as a 5-10% reduction because of inflation.

Other responses included "cut my administration time" and "cut classes, sites, or teacher hours."

---

*This item was included in phone interviews with all local directors (N=46). Item was open-ended, with no probing for response by interviewers.

KNOWN EFFECTS OF RECENT FUNDING CUTS AND INFLATION	
RESULT	EXTENT
ABE/GED CLASSES ELIMINATED	21
ESL CLASSES ELIMINATED	7
CREDIT CLASSES ELIMINATED	92
CLASS HOURS REDUCED	18,173
RURAL SITES DISCONTINUED	6
URBAN SITES DISCONTINUED	31
SCHOOL SITES AFFECTED	12
COMMUNITY SITES AFFECTED	17
TEACHER AIDE POSITIONS ELIMINATED	80
ADMINISTRATIVE HOURS REDUCED	45,281
COUNSELING HOURS REDUCED	5,629
ABE/GED CLASSES, MORE THAN 30 ENROLLED	68
CREDIT CLASSES, MORE THAN 30 ENROLLED	98
ON WAITING LIST FOR ABE/GED	626
ON WAITING LIST FOR CREDIT CLASSES	415

Data in this table are reported in the 1983-85 Indiana State Plan for Adult Education, Section 2.1.2. Specific reasons for funding reductions and magnitude of resources involved are presented in Section 2.2 of this Plan. Data reported there are adult education program survey results, return rate, 62% (60 of 97) and include information from both adult basic and secondary programs.

PROVISION OF SERVICES AND SUPPLIES BY ABE FISCAL AGENTS

The table below indicates the percentage of the 46 ABE programs surveyed where the specified services, equipment, or supplies, are provided totally, or in part, at no direct cost to ABE.

PROGRAM STAFF SALARIES

Director (Responsibilities for program operation)	48%
Clerical	37%
Administrators (Central office staff, school officials who spend minimal amount of time on ABE)	20%
Business office personnel	13%
Counselors	11%
Teachers	7%
Aides	4%
Computer personnel	2%
Security	2%

ADMINISTRATIVE EQUIPMENT (use of)

Copiers	72%
Typewriters	67%
Computer	26%
Duplicators, mimeo, etc.	17%
Calculators	7%

ADMINISTRATIVE SERVICES

Telephone	57%
Travel	17%
Equipment repair	9%
Teacher in-service	2%

INSTRUCTIONAL SUPPLIES

Classroom teaching aides	26%
Copies/dittos for student handouts	24%
Instructional workbooks/textbooks	11%
Diagnostic/assessment instruments	4%
Film rental	2%

CLASSROOM EQUIPMENT (use of)

AV equipment	54%
Instructional computer	4%

SUPPLIES

General office supplies	41%
Record-keeping forms	39%
Postage	33%

ABE CLASS SITES

228 sites were identified which house ABE classes throughout the state.

Sites were categorized as four types, as follows:

PUBLIC SCHOOL-OWNED PROPERTY - includes use of old elementary or junior high buildings still owned by schools.	109
PUBLIC LOCATIONS - public-use facilities, whether publicly or privately owned, like libraries, churches, universities, or community centers.	85
INSTITUTIONAL SETTINGS - hospitals, prisons, or centers for the physically or mentally handicapped.	28
PRIVATE BUILDINGS - businesses, industries, private homes.	6

FACILITIES AND SERVICES PROVIDED AT NO DIRECT COST TO ABE

SERVICE	SETTING			
	In School N = 109	Public Buildings N = 85	Institutional N = 28	Private Buildings N = 6
Rent	99%	93%	100%	67%
Utilities	99%	92%	100%	83%
Janitorial	90%	92%	100%	67%
Maintenance	99%	93%	100%	67%

ABE CLASS SITES (CONTINUED)

1. In many cases schools make maximum use of existing facilities by scheduling ABE instruction in regular facilities during the evening. In over half of the ABE programs, ABE enrollments are large enough to justify one or more full-time ABE classrooms.

2. Rent was paid for the use of seven public or private facilities as class sites. Rental payments for four of seven sites were minimal, less than $500/year for rent, utilities, janitorial, and maintenance. In one case where the rent was more substantial, an alternative facility was being sought.

30 local directors stated that figures for cost of utilities for their facilities are available on a per building basis.

APPLES AND ORANGES

For cost analyses in this study, a comparative expense by program was needed. Direct expenditures from fiscal agents for staff, and state, federal, and CETA monies were totalled. Also included were programs' expenditures for FY81 of Indochina federal grant money. Rent or utilities costs were not included for analyses purposes, but are included below.*

$$$ SOURCE	AMOUNT
o FEDERAL GRANT	$2,044,100
o STATE REIMBURSEMENT	$2,331,883
o CETA $$$	$ 294,500
- only for programs whose students are included in the 25,552 ABE enrollment figure.	
o INDOCHINA FEDERAL GRANT	$ 57,575
- expenditures through June 30, 1981.	
o FISCAL AGENT*	$ 308,502
- payment of salaries for program staff who spend over 50% of their time on ABE-prorated.	
	$5,036,560

**APPROXIMATE DIRECT EXPENDITURES FOR SELECTED ABE PROGRAM COSTS

$5 MILLION

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*One Indiana ABE program receives a direct federal grant. The portion of that grant used for salaries was also included here.

**Explanation of expense categories and sources of funds are in "Cost and ABE Practices and Procedures" section of this report.

APPLES AND ORANGES COMPARISONS

Here's how ABE direct expenditures stack up on a taxpayer shopping trip:

SERVICE	COST
o 1981 ABE OPERATIONS - 25,552 Total Enrollment	$ 5 MILLION
o 1 SMALL STATE AGENCY - FY81 Operations Budget	$ 5 MILLION
o 1 SMALL SCHOOL CORPORATION - 2,690 Students	$ 5 MILLION
o 1 LARGE SCHOOL CORPORATION - 31,513 Students	$ 64 MILLION
o 1 MX MISSILE - Federal Expenditure	$100 MILLION
o 1 STATE UNIVERSITY - Instruction, Research, Extension 26,000 Students	$232 MILLION

Sources for all figures are noted in the Supplementary Section of this report.

• COST AND ABE PRACTICES AND PROCEDURES*

PER PROGRAM COST FIGURE

To obtain a cost figure comparable across programs, the following sources of operational funds were totalled by program:

- Federal grant
- State reimbursement
- CETA grants - ONLY CETA monies used for ABE students whose contact hours were reported to DPI were included. (Both from IOOD and other Prime Sponsors.)
- Fiscal agent payment of program staff salaries - Prorated salaries for ABE staff members who work at least 50% of their time on ABE and whose salaries are not paid by state or federal monies were included.*
- Federal Indochina Grant - Expenditures through June 30, 1981 were included.

RENT OR UTILITIES payments made from the federal grant were SUBTRACTED from a program's total adjusted cost figure since most programs do not make direct payment for these services.

Using this cost figure, analyses were performed to examine the relationship between cost and ABE practices and procedures.

COST FORMULA FOR PER PROGRAM COST

FEDERAL \$ + STATE \$ + CETA \$ + LOCAL SALARIES* + INDOCHINA GRANT - RENT

*In lieu of reported local match initial investigation revealed too much discrepancy in reporting methods.

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*The Technical Appendix included in the Supplementary Section of this report includes complete data sources and psychometric descriptions of all analyses performed, including those not discussed here.

No cost difference between programs on the basis of the following characteristics and practices (analyzed separately), could be found:

STATISTICAL NON-FINDINGS	
Program Characteristics/Practices	No Evidence to Support or Reject These Hypotheses
1. Urban/Rural locations.	1. Rural ABE programs are more expensive than urban ones.
2. Number of locations (sites) that ABE program offers classes.	2. More than one site increases ABE program administration costs.
3. Age of program.	3. New programs cost more to operate.
4. Use of volunteers.	4. Using volunteers decreases teacher costs.
5. Use of free media.	5. Using free media reduces recruitment costs.
6. Making consumable instructional materials non-consumable.	6. Making consumable materials non-consumable reduces materials' budgets.

It is important to note that because we could find no evidence between these program characteristics/practices and cost DOES NOT NECESSARILY MEAN that there IS no relationship between them. Also, cost-cutting measures may impact an individual program's budget, just not of a magnitude that has a statistical meaning across programs.

COST RELATIONSHIPS ANALYSES IMPLY

Using a Pearson r correlation, relationships seem to exist between the following program characteristics and cost. Only correlations of a $p < .05$ are reported here, which means there are less than 5 chances in 100 that any of the reported results occurred by chance. Specific probability levels are reported.

COST RELATIONSHIP	POSSIBLE PROGRAMMATIC IMPLICATIONS
RELATIONSHIP OF LEVEL I, PHASE 1 ENROLLMENT TO COST PER CONTACT HOURS	
1. As percent of enrollment of LEVEL I, Phase I students increases, so does the cost per contact hour. ($p < .04$) (N=43)	1. On site visits, teachers have told us that these low-functioning students need lots of individual attention. Decreasing cost per contact hour means having more students per teacher hour. With this level of student that is probably not possible.
RELATIONSHIP OF ESL ENROLLMENT TO COST PER ENROLLMENT	
2. As the percent of ESL* enrollment increases, cost per enrollment decreases. ($p < .01$) (N=46)	2. ESL students are considered Level I. This finding may be related to Retention Rate of Level I students. (See #2 next section.) If it is, living in a country without knowing how to speak the language could be considered a major personal barrier. Therefore, ESL students may be very motivated to learn the language of this country and attend ABE classes frequently.

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*APL - Adult Performance Level Method of Instruction
ESL - English As A Second Language; instruction for students whose native language is not English.
Level I, Phase I - Grades 0-4
Level I - Grades 0-8

RELATIONSHIP OF FULL-TIME TEACHERS TO PROGRAM COST

3. As the percentage of full-time teachers in a program increases, so does the cost per enrollment. ($p < .01$) (N=46)

3. Full-time regular contracts involve costs for benefits not necessarily covered by part-time supplementary contracts. This may be the source of increased enrollment costs. It also may be true that full-time teachers bring programmatic benefits (like continuity) to a program, that our analyses did not examine.

RELATIONSHIP OF AIDES TO COST PER CONTACT HOUR

4. As the percent of aides to teachers increases, the cost per contact hour decreases. ($p < .05$) (N=46)

4. This analyses appears to indicate that using aides seems to be a cost-effective program practice.

Following are results of analyses whose statistical probability of occurring by chance, is greater than those reported above. These findings should be interpreted judiciously and applied programmatically only to the extent that they are validated by other sources of program information.

RELATIONSHIP OF APL 1 AND 2 ENROLLMENT TO COST PER CONTACT HOUR

1. As the percent of enrollment of APL* 1 and 2 students increases, the cost per contact hour decreases. ($p < .09$) (N=46)

1. This finding could be used for encouraging local programs to expand their use of APL. APL may be related to Retention Rate, (see below), but there is no evidence to confirm this.

RELATIONSHIP OF LEVEL I RETENTION RATE TO COST PER ENROLLMENT

2. As the Level I Retention Rate increases, the cost per enrollment decreases. ($p < .05$) (N=44)

2. This analyses could be used for justification of the use of Level I Retention Rate as an indicator of program cost-effectiveness.

BELT-TIGHTENING TACTICS USED BY ABE PROGRAMS

Directors were asked, "What cost-cutting measures are used in your program?" (N=46)

STRATEGY	NUMBER OF PROGRAMS
o Free public service media are used for recruiting	38
o Aides are used	31
o Consumable instructional materials are made non-consumable	32
o Volunteers are used	28
- Community members	16
- Students	7
- Senior Citizens	3
- Service Club Members	1

SPECIFIC STRATEGIES used by programs include:

- Director cut to part-time.
- Monetary contributions from program graduates.
- Trade services with other agencies (i.e., VA, CETA, school corporation).
- Establishing a non-profit corporation; local fund-raising and speaking to civic groups are being done to facilitate this process.
- Pencils/pens/notepads/desk calendars, etc., are obtained from local businesses, Army recruiter, etc.
- Replace full-time staff (who retire) with part-time staff.
- Air-conditioning is not used.
- Collect pop cans for recycling.

Materials

- Students are not allowed to take materials home.
- No new A-V materials are purchased.
- Magazines from schools are used as supplementary reading materials.
- Textbook donations from schools are solicited.
- Scrap paper from the print shop is used.

• VERIFYING AND COMMUNICATING THE BENEFITS OF ABE PROGRAMS

OVERVIEW OF THIS SECTION

Developing a statewide ABE accountability system in answer to the question,

"WHAT DATA SHOULD ABE PROGRAMS BE COLLECTING?"

involves many questions. This section includes examination of the following issues:

QUESTION	DATA SOURCE
HOW RELIABLE ARE THE DATA CURRENTLY COLLECTED?	o NED Data Checks o ABE Program Registration Checklist o Spring Directors' Conference o Site Visit Verification
WHICH FORMS DO ABE STAFF CONSIDER DIFFICULT TO COMPLETE?	o Director/teacher interviews
DO ABE STAFF UNDERSTAND TERMS THAT ARE NECESSARY TO KNOW TO COMPLETE ABE FORMS?	o "POP QUIZ" during site visits
WHAT CAN BE LEARNED FROM OTHER STATES' REPORTING FORMS?	o Review of other states' reporting forms
ON WHAT BASIS SHOULD ABE PROGRAMS BE COMPARED TO EACH OTHER?	o Steering Committee input o Spring Directors' Conference input o Evaluator summary

- CONCLUSIONS, RECOMMENDATIONS

- RECOMMENDATIONS FOR REVISIONS OF DPI FORMS

NED DATA CHECKS

In order to determine the internal consistency of the data collected on the Federal reporting forms, two different kinds of data checks were conducted: PART I of this section, comparisons within each reporting form. The forms were checked for mathematical errors and inconsistencies between actual totals and reported totals. Part II of this section, comparisons between different reporting forms.

PART I

TABLE 1. NUMBER OF PARTICIPANTS BY RACE, SELECTED ETHNIC GROUPS, AGE AND SEX

Age	American Indian or Alaskan Native		Black		Asian or Pacific Islander		Hispanic		Other Individuals Not Included in Columns (b) thru (l)		Total Columns (a) thru (k)
(a)	*Male (b)*	*Female (c)*	*Male (d)*	*Female (e)*	*Male (f)*	*Female (g)*	*Male (h)*	*Female (i)*	*Male (j)*	*Female (k)*	*(l)*
1. 16-44	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
2. 45-64	A12	A13	A14	A15	A16	A17	A18	A19	A20	A21	A22
3. 65 plus	A23	A24	A25	A26	A27	A28	A29	A30	A31	A32	A33
4. TOTAL	A34	A35	A35	A37	A38	A39	A40	A41	A42	A43	A44

Table I Comparisons	RESULTS
- Actual totals for each age group vs. reported totals. - Actual total number of participants in all age groups (*A34-A43*) vs. reported total (*A44*). - Actual totals in each column (categorized by race, ethnic groups and sex) vs. reported totals.	In all comparisons from Table I, actual totals were equal to reported totals.

NOTE: Numbers (*A1 - A44*) are variable representations developed by NED staff for computer usage.

NED DATA CHECKS (continued)

TABLE 2. PARTICIPANT PROGRESS AND SEPARATION DATA BY INSTRUCTIONAL LEVEL

PART A. NUMBER OF PARTICIPANTS

Instructional Level *(a)*	Total Number of Enrollees *(Unduplicated count)* *(b)*	Number Completed Each Level *(Unduplicated count)* *(c)*	Number Separated From Each Level *(Unduplicated count)* *(d)*	▨
1. Level I	B45	B46	B47	▨
2. Level II	B48	B49	B50	▨
3. Ungraded	B51	B52	B53	▨
4. TOTAL	B54	B55	B56	▨

PART B. REASONS FOR SEPARATION (Give the number of separations)

1. To take a job (unemployed when entered program)	C57	8. Because of child care problems	C64
2. To take a better job (employed when entered program)	C58	9. Because of family problems	C65
3. To enter another training program	C59	10. Because of time class program is scheduled	C66
4. Met personal objective	C60	11. For other known reasons (specify)	C67
5. For lack of interest	C61	12. For unknown reasons	C68
6. Because of health problems	C62	13. TOTAL	C69
7. Because of transportation problems	C63		

Table II Comparisons	RESULTS
- Total Number Separated From Each Level (*B56*) vs. Total Reasons For Separation (*C69*). - Actual Total Number of Enrollees at each Instructional Level (*B45 + B48 + B51*) vs. Reported Total (*B54*). - Actual Total Completed Each Level (*B46 + B49 + B52*) vs. Reported Total (*B55*). - Actual Total Separated From Each Level (*B47 + B50 + B53*) vs. Reported Total (*B56*).	On Table II, one ABE program showed discrepancy between actual and reported totals of the Number Completed at Each Level, due to an apparent addition error. All other programs checked out on all comparisons from Table II.

NOTE: (*B45 - B56*) and (*C57 - C69*) are variable representations developed by NED staff for computer usage.

NED DATA CHECKS (continued)

Final Fiscal Report

		110	120	314	332	410	540	670	
Acct. No.	Functional Categories	Salaries		Contracted Services	Travel	Supplies	Equipment	Other Expenses	Total
		Certified	Non-certified						
100	Instruction	F123	F124	F125	F126	F127	F128	F129	F130
212	Guidance	F131	F132	F133	F134	F135	F136	F137	F138
221	(Staff Development) Staff Improvement	F139	F140	F141	F142	F143	F144	F145	F146
230	Administration	F147	F148	F149	F150	F151	F152	F153	F154
254	Operation & Maintenance	F155	F156	F157	F158	F159	F160	F161	F162
262	Planning & Evaluation	F163	F164	F165	F166	F167	F168	F169	F170
264.9	Staff Service (Employee Benefits)	F171	F172	F173	F174	F175	F176	F177	F178
	Total Direct Cost	F179	F180	F181	F182	F183	F184	F185	F186a
	Indirect Cost	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	F186b	F186c
a	Federal Funds Expended	F187	F188	F189	F190	F191	F192	F193	F194
b	Local Funds Expended	F195	F196	F197	F198	F199	F200	F201	F202
c	State Reimbursement	F203	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	F204
	Total Federal, State & Local Funds Expended	F205	F206	F207	F208	F209	F210	F211	F212

NOTE: (*F123 - F212*) are variable representations developed by NED staff for computer usage.

NED DATA CHECKS (continued)

Final Fiscal Report Comparisons	RESULTS
- Actual totals for each Functional Category (rows) vs. Reported Totals. - Actual totals for each Functional Category (columns) vs. Reported Total Federal, State, and Local Funds Expended. - Total Federal Funds Expended (*F194*) vs. DPI Financial Records. - State Reimbursement for Certified Salaries (*F203*) vs. Total State Reimbursement (*F204*). - Total Local Funds Expended (*F202*) vs. ten percent of the Federal Funds figure from DPI financial records.	Final Fiscal Report Comparisons showed no discrepancies in any of the ABE programs.

NED DATA CHECKS (continued)

Cumulative Report

NOTE: (*G213 - G236*) are variable representations developed by NED staff for computer usage.

	Annual Total
PART I. Contact Hours	
Total contact hours in Level 1	G213
Total contact hours in Level 2	G214
TOTAL CONTACT HOURS IN LEVELS 1 AND 2	G215
PROPORTION OF LEVEL 1 CONTACT HOURS *(Total Level 1 + Total Level 1 + Level 2)*	G216
PART II. Student Enrollment *(Count a student only once)*	
Level I/Phase 1 *(Student entering at Grade 0-4)*	
No. of students registering this quarter	G217
No. of students enrolling in level this quarter	G218
Proportion enrolled *(No. Enrolled + No. Registered)*	G219
Level I/Phase 2 *(Student entering at Grades 5-8)*	
No. of students registering this quarter	G220
No. of students enrolling in level this quarter	G221
Proportion enrolled	G222
APL 1 and 2	
No. of students registering this quarter	G223
No. of students enrolling in level this quarter	G224
Proportion enrolled	G225
ESL	
No. of students registering this quarter	G226
No. of students enrolling in level this quarter	G227
Proportion enrolled	G228
TOTAL NO. OF STUDENTS ENROLLING IN LEVEL I THIS QUARTER	G229
Level II *(Students entering at Grades 9-12)*	
No. of students registering this quarter	G230
No. of students enrolling in level this quarter	G231
Proportion enrolled	G232
APL 3	
No. of students registering this quarter	G233
No. of students enrolling in level this quarter	G234
Proportion enrolled	G235
TOTAL NO. OF STUDENTS ENROLLING IN LEVEL II THIS QUARTER	G236

NED DATA CHECKS (continued)

Cumulative Report Comparisons	RESULTS
- Actual total contact hours in Levels I and II (*G213 + G214*) vs. reported Annual Total (*G215*). - Actual Level I enrollment totals (*G218 + G221 + G224 + G227*) vs. reported TOTAL NUMBER OF STUDENTS ENROLLING IN LEVEL I (*G229*). - Actual Level II enrollment totals (*G231 + G234*) vs. reported TOTAL NUMBER OF STUDENTS ENROLLING IN LEVEL II (*G236*).	Thirty-one percent of the programs had discrepancies between the actual and reported totals of Level I and/or Level II enrollments. Of this percentage, 53 percent made 2 or more addition errors when calculating enrollment figures.
- Number enrolled / Number registered vs. Proportions enrolled (at each Level or Phase).	Ten percent of the programs reported an Annual Total Proportion Enrolled of over 100 percent within Levels I or II.

NED DATA CHECKS (continued)

PART II

Comparisons	RESULTS
- Total Number Enrolled at Level I (*B45*) from Table II, vs. TOTAL NUMBER OF STUDENTS ENROLLED IN LEVEL I (*G229*) from the Cumulative Report. - Total Number Enrolled at Level II (*B48*) from Table II vs. TOTAL NUMBER OF STUDENTS ENROLLED IN LEVEL II (*G236*) from the Cumulative Report. - Total Number of Enrollees (*B54*) from Table II vs. TOTAL NUMBER OF STUDENTS ENROLLED (*G229 + G236*) from the Cumulative Report. - Total Number of Participants Enrolled (*A44*) from Table I vs. Total Number of Enrollees (*B54*) from Table II.	Twenty-seven percent of the programs had discrepancies between the number of enrollees reported on Table II and the number reported on the Cumulative Report. Discrepancies ranged from 1 enrollee to 500 enrollees. For all programs, the total number of enrollees from Table I was equal to the number reported on Table II.

NED DATA CHECKS (continued)

Cumulative Report Comparisons	RESULTS
- Actual total contact hours in Levels I and II (*G213 + G214*) vs. reported Annual Total (*G215*). - Actual Level I enrollment totals (*G218 + G221 + G224 + G227*) vs. reported TOTAL NUMBER OF STUDENTS ENROLLING IN LEVEL I (*G229*). - Actual Level II enrollment totals (*G231 + G234*) vs. reported TOTAL NUMBER OF STUDENTS ENROLLING IN LEVEL II (*G236*). - Number enrolled Number registered vs. Proportions enrolled (at each Level or Phase).	Thirty-one percent of the programs had discrepancies between the actual and reported totals of Level I and/or Level II enrollments. Of this percentage, 53 percent made 2 or more addition errors when calculating enrollment figures. Ten percent of the programs reported an Annual Total Proportion Enrolled of over 100 percent within Levels I or II.

NED DATA CHECKS (continued)

PART II

Comparisons	RESULTS
- Total Number Enrolled at Level I (*B45*) from Table II, vs. TOTAL NUMBER OF STUDENTS ENROLLED IN LEVEL I (*G229*) from the Cumulative Report.	Twenty-seven percent of the programs had discrepancies between the number of enrollees reported on Table II and the number reported on the Cumulative Report. Discrepancies ranged from 1 enrollee to 500 enrollees. For all programs, the total number of enrollees from Table I was equal to the number reported on Table II.
- Total Number Enrolled at Level II (*B48*) from Table II vs. TOTAL NUMBER OF STUDENTS ENROLLED IN LEVEL II (*G236*) from the Cumulative Report.	
- Total Number of Enrollees (*B54*) from Table II vs. TOTAL NUMBER OF STUDENTS ENROLLED (*G229 + G236*) from the Cumulative Report.	
- Total Number of Participants Enrolled (*A44*) from Table I vs. Total Number of Enrollees (*B54*) from Table II.	

ABE PROGRAM REGISTRATION CHECKLIST

- o Registration forms from 25 programs were reviewed using this checklist.
- o Percentages indicate proportion of registration forms that included an item with indicated information.
- o Actual number of forms is in parentheses.

*100%	(25)	1.	AGE
*100%	(25)		SEX
4%	(1)	2.	LANGUAGE SPOKEN AT HOME.
8%	(2)		COUNTRY BORN IN.
*100%	(25)	3.	EMPLOYMENT STATUS.
8%	(2)		KIND OF EMPLOYMENT.
88%	(22)	4.	LAST GRADE IN SCHOOL COMPLETED.
4%	(1)	5.	HAVE TAKEN G.E.D. TEST BEFORE.
84%	(21)	6.	HOW APPLICANT LEARNED ABOUT ABE CLASSES.
16%	(4)	7.	INQUIRY REGARDING NEED FOR SUPPORT SERVICES (TRANSPORTATION, CHILDCARE, ETC.).
* 96%		8.	PERSONAL OBJECTIVES
60%	(15)		CHECKLIST
36%	(9)		OPEN-ENDED
40%	(10)	9.	PLANS AFTER PROGRAM COMPLETION (OR, "WHAT WILL YOU DO WITH YOUR NEW SKILLS?").
4%	(1)	10.	INQUIRY REGARDING APPLICANT'S INTEREST IN CAREER INFORMATION.
32%	(8)	11.	INCLUDED FEDERAL IMPACT DATA LIST.
			OR
16%	(4)	12.	PUBLIC ASSISTANCE.
8%	(2)	13.	VOTING.
16%	(4)	14.	U.S. CITIZENSHIP
12%	(3)	15.	DRIVERS LICENSE
56%	(14)	16.	REASONS FOR LEAVING PROGRAM.

*Item on over 90% of forms in this sample.

- DIRECTORS' FEEDBACK ON DATA RELIABILITY

A feedback form was used along with a discussion of data collection at the Spring Directors' Conference. CONTACT HOURS and participant characteristics (Table 1, Final Federal Report) were the only data mentioned by more than one person as being reliable. (Of 26 responses.)

- o Several programs said all their program data were reliable, but they weren't sure about everyone else's. Another comment, ***"All data are as reliable as the person submitting the report."***

- o Data mentioned most often as unreliable were:

  - Reasons for Separation
  - Instructional Levels, and
  - Met Personal Objective

Comments about unreliability of these data included:

"What about students who return?"
"All our students 'separate' because of computer system."
"Instructional levels are a joke!"

- SITE VISIT VERIFICATION OF DATA RELIABILITY

While on-site at 22 programs, NED staff reviewed data collection procedures for contact hours. NED staff frequently visited more than one site or class, which resulted in visits to nearly 50 sites. Of these, in only two instances did we question how the procedure used could result in an accurate count of contact hours.

As such, NED staff concur that contact hours are among the most reliable data collected.

Also, NED staff had been told "There is rarely documentation for reported local match."* We found this not to be the case. Programs could show us how they arrived at the figures reported as local match. However,

1) some programs only report local contributions up to the required level, and

2) other programs report all in-kind services, even though it exceeds the required level.

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*The Adult Education Act requires a nonfederal match of 10%. In Indiana, each local program must provide a 10% match for its grant. For details, see "Adult Basic Education Guidelines and Operating Procedures."

- FORMS CONSIDERED MOST DIFFICULT TO COMPLETE

During site visits and phone interviews, ABE directors and teachers were asked which forms they considered most difficult to complete. Their responses are similar, and they are in agreement that Federal Impact Data are the most difficult.

Teachers N = 38	Directors N = 40	Difficulty of Forms
29%	40%	Final Federal Report - Impact Data
26%	28%	No difficulty with any of the forms
22%	13%	Quarterly Report
18%	2%	Someone else completes forms
5%	17%	Other

From informal discussions with ABE staff, it seems they interpreted "difficult to complete" as "difficult to collect". Follow-up methods to obtain data for Final Federal Report are discussed in detail in later sections of the report.

- "POP QUIZ" OF REPORTING TERMS

The following table shows percentage of respondents who correctly defined the terms indicated. "POP QUIZ" was a written form administered during site visits.

TERM	CORRECT RESPONSES	
	Administrators	Teachers
"ENROLLMENT"	100% N = 19	69% N = 13
"REGISTRATION"	100% N = 18	100% N = 13
"UNITS OF INSTRUCTION"	94% N = 16	60% N = 10
"LEVEL I"	92% N = 13	55% N = 11
"LEVEL II"	92% N = 13	55% N = 11

Responses from staff in ABE programs who receive no state reimbursement for teacher costs were not tallied for "Units of Instruction", which is a term necessary to know only for those reporting procedures.

Even though the number involved in the "POP QUIZ" is so small, it seems some conclusions might be

1) Directors are better-informed of reporting terms than teachers. That is appropriate since directors most often complete reporting forms. However, it is teachers who most often collect intake, enrollment, and follow-up data, and it seems their efforts would have more context if they understood the use of the data.

2) It seems problems with reporting are NOT with understanding of terms used, but (from discussions with ABE staff) with criteria for reporting categories like

   - when are students considered "separated" from the program?

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OTHER STATES' REPORTING FORMS

38 STATES RESPONDED TO A MAILED REQUEST FOR COPIES OF THEIR ABE REPORTING FORMS:

Alabama
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
Florida
Georgia
Hawaii
Illinois
Iowa
Kentucky
Louisiana
Maryland
Michigan
Minnesota
Mississippi
Missouri
Montana
New Hampshire
New Jersey
New Mexico
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
Tennessee
Texas
Utah
Vermont
Virginia
Washington

STATES	CHARACTERISTICS OF FORMS
Hawaii	o Included compilation of students' appraisal of their own progress.
Arizona, Arkansas, Connecticut, Iowa, Kentucky, New Jersey, New York, Oregon, Pennsylvania, Vermont, Virginia	o Computerized forms.
Georgia, New Jersey, Pennsylvania South Carolina	o Duplicate copies with carbon.
California	o Had 18 categories for "Language Spoken at Home" including Hmong, Arabic, and Farsi.
Arkansas, California, Connecticut Delaware, Florida, Kentucky, Maryland, Montana, Ohio, Pennsylvania	o Instructions were keyed to form.

OTHER CHARACTERISTICS

California - During a "sampling week" determined by the state, programs conduct a census to determine program enrollment by program level, ethnic and language group.

New York - Has four-page booklet style form. Designed for ease in completion, all areas are shaded except blanks for information.

Pennsylvania - Included a copy of a recent evaluation of their ABE.

Texas - requests evidence of how student input is gathered.

OUTCOME MEASURES OF STUDENT PROGRESS

Kentucky/New Hampshire/Virginia - requests entry and exit test results of each student.

Louisiana - Evaluation of Literacy Outreach; average upgrading of all adults listed per average hours of instruction.

- How many learn to sign their name.
- How many learn to read and write for the first time.

ABE PROGRAM OUTCOME MEASURES - DISCUSSION

ISSUES	DISCUSSION
o Internally, ABE program administrators and teachers have at least informal systems by which they constantly measure students' progress.	*"Mary finally learned how to multiply with fractions."* *"John participated in group instruction for the first time since he's been in the class."* *"We still haven't found a way to reach George. He only comes every so often and then seems to just be sitting there, not really involved in his workbook activities."*
o Informal systems even allow for individual differences.	*"Sally is making marvelous progress for her. She's really improved her reading these past couple weeks."*
o A few programs have more formalized methods of monitoring and recording students' progress in their student folders.	Both of these styles are reasonably efficient for instructional purposes -- they let ABE local program staff know how students are progressing.

Programs internally monitoring student progress IS A VERY DIFFERENT ISSUE THAN HOW TO COMPARE PROGRAMS' RESULTS TO EACH OTHER, which is a central issue in a state-wide accountability system.

o To compare programs equitably, students' progress must be	1) measured in the same way by every program, and 2) reported in the same way by every program.

- Further muddying the waters is the difference between a
  - student's academic progress, i.e., learning how to manipulate fractions, and
  - the impact of their progress, i.e., being able to assist their child with their homework as a result of understanding fractions.
- A SYSTEM COULD CHOOSE EITHER OR BOTH OF THESE KINDS OF OUTCOME MEASURES TO COMPARE PROGRAMS.

We believe the initial central theme in the ABE comparability issue is,

"Are ABE students learning while they're here?"

NOT -- "Are they attending class?", but

"Are students making progress in learning basic skills as a result of their participation in this ABE program?"

Equally important, is the impact this academic progress has in the student's life, whether it be

- continuation to another educational program
- upgrading of job,

or whatever quality of life improvement student has made.

WHY STUDENTS' LEAVE PROGRAMS has implications for both of these outcome issues.

- Did they leave because they . . .
  - were bored
  - had passed their GED
  - were mad at the teacher
  - were overwhelmed by personal problems
  - had accomplished what they had intended to
  - were transferred to a different institution

?

• VERIFYING AND COMMUNICATING THE BENEFITS OF ABE PROGRAMS

- CONCLUSIONS, RECOMMENDATIONS

1. REASONS STUDENTS LEFT A PROGRAM should be the basis for designing program outcome measures by which programs can be compared to each other.

- Essentially, this is a way of determining if students left because they met their objectives, or for other less desirable reasons.
- A recording system must have categories appropriate for institutionalized students. Also, categories must include indicators for both students' academic progress (as recorded in their student folders) and program impact.

2. STUDENTS' PROGRESS SHOULD BE DOCUMENTED IN STUDENT FOLDERS in such a way that when students leave the program without notice, it is possible to tell what kind of progress they were making.

One possibility is that students' progress could be measured by their achievement in learning units and mastery levels.

3. LOCAL PROGRAMS SHOULD BE ENCOURAGED TO IMPLEMENT SYSTEMATIC FOLLOW-UP PROCEDURES USING VOLUNTEERS because of the unavailability of funds for staff to do this.

Volunteers tend to be used most productively when they have specific tasks to perform.

In a hospital: "Deliver these flowers to patients' rooms."
In a day care center: "Read a story to these children."
In an ABE program: "Call these students. Find out this information."

- Systematic follow-up doesn't necessarily mean daily or even weekly; it means done according to established procedures. Volunteers could commit to a schedule convenient for them.
- Staff from programs who currently have systematic follow-up procedures could take the lead in assisting programs with development of procedures.
- IN TODAY'S FISCAL CLIMATE, IMPACT DATA ARE SIMPLY TOO IMPORTANT TO IGNORE.

4. REPRESENTATIVES OF THE ABE COMMUNITY WITH LEADERSHIP FROM DPI STAFF should meet together and consider the "special cases" involved in "reasons students left a program".

- The ABE community and DPI staff have already demonstrated their abilities in developmental work of this nature with their design of the program proposal formulas for federal grant monies. The work is best done by those most familiar with various "special cases".

5. STANDARDIZED TESTING of any kind with instruments currently available should be dismissed as a possible measurement tool of student progress.

For several reasons standardized tests are unacceptable as measures of student progress:

- Typically normed on a school age population, testing results are fairly uninterpretable for adults. The likelihood of test publishers undertaking the considerable expense, not to mention, the gargantuan measurement task of norming tests for adults, seems unlikely.

Meanwhile, differences in life experiences which contribute to interpretation of norms, are simply too vast to overlook in using these tests for adults.

- Even if there were acceptable adult standardized tests, measurement issues of when to posttest, and logistical issues of how to do so for students who have left the program, are simply not worth tackling.

6. STANDARDIZED TESTING should continue to be used for intake assessment purposes until:

    1) Federal requirements for Level I students are removed, AND

    2) The Indiana ABE community develops a manageable Functional Assessment Categorization system.

This system could use daily skills as assessment for categorizing students' performance levels, should be very simple, and include only a few categories. Its purpose would be to obtain gross measures of student performance levels the ABE statewide system is reaching. Categories would be interpretable by non-educator audiences (other state agencies, legislators).

Skills would be assessed using criteria like

1) can write own name
2) can read newspaper (would need specific criteria on number of words mispronounced, etc.)
3) can make change for a dollar

Publishers' and the excellent teacher-made criterion-referenced tests available could be used for instructional assessment purposes.

Standardized tests determine grade-level equivalencies of performance which are currently needed for federal reporting procedures.

Criterion-referenced tests show specific learning needs instruction can be focused on.

It does not matter for instructional purposes that fractions are a 4th grade skill. It does matter whether a student knows how to add and subtract, but not multiply or divide fractions. That kind of information is available from criterion-referenced, not standardized tests.

7. CONTACT HOURS, as the agreed-upon most reliable local program data should continue for the time being to be a basis for funding.

Though still a measure of process, not outcome, programs' measurement and reporting systems clearly are not ready to accommodate equitable funding practices based upon program outcome measures.

RECOMMENDATIONS FOR REVISIONS OF ABE REPORTING FORMS

1. Explore the possibility of purchasing a computer with 310 money.
2. Data collection section of each form should be on one side only. Include necessary definitions and category criteria in instructions.
3. Instructions should be keyed to forms and included on the back of forms.

FORM	SPECIFICS
Table 1. Final Federal Form -- Number of Participants By Race, Selected Ethnic Groups, Age and Sex.	o Continue to collect these data; possibly collapse some of the age breakouts. o For readability, use heavier lines to set off certain sections.
Table 2. Participant Progress and Separation Data By Instructional Level. Table 5. Impact Data	o Combine these forms in a way similar to the example attached. o Using ABE community task force determine: (See Recommendation #4, previous section.) - These sections are keyed to attached form. A. "Separation". Is it necessary to have a uniform time range? ABE Operations Manual states that when a student is considered "separated" is now a local decision. B. Where/how to record multiple program impact, like: *Student received GED in program, is now employed and taking evening IVY TECH courses.* C. Should this form be arranged using site types as the taxonomy?

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	D. Were some important categories of program outcome omitted? E. What criteria should be used for "was making satisfactory progress in program"? Evidence of this progress should exist in student folder, but what information needs to be there to constitute "academic progress"? o Field-test the form in several sites for a quarter, revise, then use statewide.
Table 3. Daytime, Evening Classes	o Continue to use in present form, or put needed items on new "Table 2".
Table 4. Paid Personnel	o Eliminate, if there is no use made of the data.
CUMULATIVE REPORT	o Just eyeballing the cumulative report shows that there are simply too many undifferentiated numbers in too small of a space. Columns of numbers should be set off in some way, either by shading, linear divisions, or sectioning. o A "data check" should be added for TOTAL ENROLLMENT. Something like "Is total enrollment reported on Table 1 of the Final Federal Report the same as the Total number of Level I and Level II students reported here?" o A strength of this form is that enrollment trends can be seen.
FISCAL REPORT	o Needs clarification of where specific program expenditures should be located. Perhaps provide several examples.

TABLE 2. ABE PROGRAM OUTCOME MEASURES

TOTAL NUMBER ENROLLED-CUMULATIVE FOR YEAR

Data Check: Table 1 Total Enrolled: ____ A1 ____ SHOULD BE EQUAL

TOTAL NUMBER CURRENTLY ENROLLED

TOTAL WHO LEFT INSTITUTIONAL PROGRAMS	B5

REASONS FOR LEAVING:

Programmatic	B6
Personal	B7
Class ended	B8
Don't know	B9
Total	B10

To take a job	B11
To take a better job	B12
Continue education/training	B13
Passed GED	B14
Removed from public assistance	B15
Other academic progress outcomes	B16
TOTAL	

Data Check

_____ B10 + ____ B16 = ____ B5

TOTAL WHO LEFT FULL-TIME LEARNING CENTERS	C2

REASONS FOR LEAVING:

Programmatic	C3
Personal	C4
Class ended	C5
Don't know	C6
Total	C7

To take a job	C8
To take a better job	C9
Continue education/training	C10
Passed GED	C11
Removed from public assistance	C12
Other academic progress outcomes	C13
TOTAL	

Data Check

_____ C7 + ____ C14 = ____ C2

TOTAL WHO LEFT COMMUNITY SATELLITES	D2

REASONS FOR LEAVING:

Programmatic	D3
Personal	D4
Class ended	D5
Don't know	D6
Total	D7

To take a job	D8
To take a better job	D9
Continue education/training	D10
Passed GED	D11
Removed from public assistance	D12
Other academic progress outcomes	D13
TOTAL	

Data Check

_____ D7 + ____ D14 = ____ D2

ACADEMIC IMPACT

	-		=	X1			+		+		=	X2
Total Enrolled		Total Still Enrolled		Total No. Who Left				POSITIVE TERMINATIONS				

X2 - X1 = % Academic Impact

• WHAT TAXPAYERS GET FOR THEIR ABE DOLLARS

ABE ON A DAILY BASIS

- SUMMARY -

ENTRY

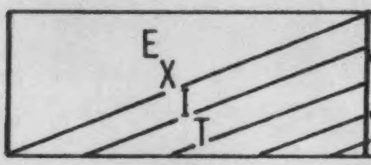
- WHO COLLECTS PROGRAM INTAKE DATA
- INTAKE ASSESSMENT/WHEN DONE
- RANGE OF INTAKE ASSESSMENT TESTS USED
- ATTENDANCE PROCEDURES

- Usually teachers are responsible for collecting program intake data.
- Over half of the time, testing is done during the first session, but not the first thing.
- 80% of the programs use either the TABE or WRAT for intake testing.
- Nearly 80% of the time, student sign-in/out method is used for recording attendance.

INSTRUCTION

- TYPES OF INSTRUCTION
- TIME SPENT WITH VARIOUS METHODS OF INSTRUCTION
- ADEQUACY OF MATERIALS
- ON-GOING ASSESSMENT
- SUPPORT SERVICES

- Individualized instruction, tailored to a particular student's performance level is the most widely-used type of instruction.
- Teachers spend nearly 90% of their time working individually with students.
- Most teachers feel materials are adequate but an important 25% overall do not.
- In most programs, testing is done upon completion of subject unit.
- Personal counseling is available in 90% of the programs.



- WHO IS RESPONSIBLE FOR FOLLOW-UP
- SYSTEMATIC/NON-SYSTEMATIC FOLLOW-UP METHODS

- Teachers are usually responsible for obtaining follow-up information.
- 28% of the time, programs have a systematic follow-up method with an established routine for collecting follow-up data.

O DIFFERENCES AMONG SITES IN MULTI-SITE PROGRAMS

- Over one-third of the time, multi-site programs differ among sites in instructional materials used, intake, and on-going assessment methods. Only 10% of the time is there a difference in attendance procedures among sites.

O COMMUNITY LINKAGES

- ABE programs most frequently have contact with CETA, Vocational Rehabilitation, Welfare Department, or Local Community Agencies.

Following section includes ABE operational information on each of the topics listed in this summary.

- Data in this section were obtained from site visits and phone interviews with directors and teachers unless otherwise indicated.

ABE ON A DAILY BASIS

ENTRY

O WHO COLLECTS PROGRAM INTAKE DATA - REGISTRATION/INTERVIEWS

As shown, teachers are most often responsible for collection of intake data.

WHO COLLECTS INTAKE DATA	FREQUENCY
TEACHER	80%
AIDE	5%
DIRECTOR	3%
OTHER STAFF	12%

Responses reported are from 34 teachers.

O INTAKE ASSESSMENT/WHEN DONE

Testing adults' reading and math performance levels can be a very sensitive issue. Typical anxiety that surrounds testing only adds to the need for diplomacy necessary in both administering and reporting tests. When the first assessment of new participants' skills is conducted thus becomes a program issue. Also, some ABE teachers theorize that testing new students the first time they show up at an ABE program is one cause of "Second Night Syndrome"--new students never showing up the second time for class.

WHEN NEW STUDENTS ARE TESTED

NUMBER OF PROGRAMS	WHEN TESTING IS DONE
17	Testing is done as soon as student arrives.
23	Testing is done during the first session, but not the first thing.
5	Testing is done after the first class.
23	Each student is tested at the same time.

Responses are from 45 teachers. Categories are NOT mutually exclusive.

ABE ON A DAILY BASIS

O RANGE OF INTAKE ASSESSMENT TESTS USED

Programs' assessment needs are complex because of the range of ability levels of students involved in ABE, and the purposes for testing.

INTAKE ASSESSMENT TESTS USED	
Number of Programs - Responses are from 34 teachers. At 16 of these programs, multiple tests are used.	Test
16	TABE - Tests of Adult Basic Education
11	WRAT - Wide Range Achievment Test
4	SAT - Stanford Achievement Test
4	ABLE - Adult Basic Learning Examination
4	Steck-Vaughn
4	TEACHER-MADE, custom-designed tests

These are all tests of basic skills for English speaking adults. Tests mentioned as being used for ESL students were:

ESLOA - English As a Second Language Oral Assessment
ILYIN Oral Interview

From just 34 programs, twenty-three different tests were mentioned as being used. Fourteen of these tests were reported as used by only one or two programs. Some of these were:

- o Botell
- o California Achievement
- o Gates MacGinitie
- o Iowa Basic
- o Metropolitan Achievement Test
- o Mott Basic Language
- o Slosson
- o Woodcock

ABE ON A DAILY BASIS

I-N-S-T-R-U-C-T-I-O-N

O ATTENDANCE PROCEDURES

Records must be kept of who attends "class" and how long they are there. These CONTACT HOURS are an important feature of the ABE funding formula, and need to be accurate.

> Teachers reported a student sign-in/sign-out method whereby students are actively involved in the record-keeping procedures and their attendance may be verified by their signature.
>
> Teachers reported they are responsible for "student count". This method is usually used in institutional programs and traditional "classes" where students attend at specified times.

O TYPES OF INSTRUCTION

The ABE instructional challenge is how to offer instruction at each student's level, usually while having students, with varying performance levels present, who attend at different times during a given day, and who have been attending the program for different periods of time. Institutional programs can compound this issue by having ABE participants' time schedules dependent upon the rest of their individual institutional treatment plan schedule.

TYPES OF INSTRUCTION

Number of Teachers	Type of Instruction
40	INDIVIDUALIZED
19	GROUP INSTRUCTION/MIXED LEVELS
19	GROUP INSTRUCTION/BY LEVEL
17	PEER TUTORING
17	VOLUNTEER TUTORING
2	HOMEBOUND INSTRUCTION

Responses reported are from 43 teachers. Multiple responses were reported.

ABE ON A DAILY BASIS

O TIME SPENT WITH VARIOUS METHODS OF INSTRUCTION

AVERAGE AMOUNT OF TIME USING VARIOUS METHODS OF INSTRUCTION

PERSONNEL	TYPE OF INSTRUCTION	
	GROUP	INDIVIDUAL
TEACHERS	10% N = 32	90% N = 28
AIDES	43% N = 16	42% N = 10
VOLUNTEERS	14% N = 7	85% N = 6

Responses reported are from 32 teachers about their programs. Note small N's which may account for fairly high percentage of reported aides' time devoted to group instruction. It may also be that this is the percentage of their instructional time and that the bulk of their total program time is spent on other activities like record keeping. Also, differing N's account for totals not being 100%.

Median was used as measure of central tendency on table.

ABE ENROLLMENT BREAKDOWNS *	
TOTAL ENROLLMENT	25,552
LEVEL I, PHASE 1	26%
ESL	15%
APL 1 & 2	2%
LEVEL II	11%
APL 3	LESS THAN 1%

*Selected enrollment breakdowns. Totals are not 100%

ABE ON A DAILY BASIS

O ADEQUACY OF MATERIALS

PROGRAMS REPORTING INSUFFICIENT INSTRUCTIONAL MATERIALS			
0-4 Level	5-8 Level	ESL	GED prep
28% N = 43	12% N = 43	5% N = 38	7% N = 43

Reasons given for insufficient materials:

- o Difficult to find for the low-level learner, or ESL student. One program had adapted low-level standard materials for ESL students.
- o Lack of variety in 0-4 adult reading materials.
- o Unable to purchase because of funding cuts; roughly one-fourth of the above responses were for this reason.

O ON-GOING ASSESSMENT

Number of Teachers	Method
23	Testing is done upon completion of subject unit--Student workbooks are often separated into units.
7	Testing is done periodically, no set times--This may be a standardized test.
3	There is no testing until practice GED test.
2	Testing takes place after mastery of several instructional units. (See above.)
7	Other. Reasons here may include: - no testing until GED - testing takes place when students separate from the program.
Responses reported were from 42 teachers.	

ABE ON A DAILY BASIS

O SUPPORT SERVICES

While most ABE programs do not have formal counseling or guidance programs, the needs of students are met using some of the following methods:

- Teachers or other ABE staff provide informal counseling.
- Students have access to counselors at the vocational school or high school where the program is housed.
- Students are referred to appropriate community agencies.
- Practicum students from a local university provide counseling.
- Career or other guidance materials are made available to students.

In almost all cases, transportation to class is the responsibility of each student.

- Class sites are located on city bus routes.
- Teachers arrange carpools among students.
- ABE students are allowed to ride regular school buses at a reduced fare.
- ABE staff occasionally pick up students who have no way to get to class.
- Students can use public transportation at no cost.
- Referring agencies provide transportation for their own students to get to class.

While some ABE programs have their own childcare services, others assist with childcare in the following ways:

- Students arrange "co-ops" where students or their spouses take turns babysitting.
- Childcare services offered by a community agency are available to students.
- Students are allowed to bring children to class if they cannot get a baby sitter.
- Childcare is available through the vocational Childcare Program at the local career center.

E X-I-T

O WHO IS RESPONSIBLE FOR FOLLOW-UP

ABE reporting procedures require programs to report why students left programs and, if possible, what their next step was.

WHO IS RESPONSIBLE FOR FOLLOW-UP DATA COLLECTION

Frequency	Personnel
70%	Teachers
25%	Aides
3%	Director
2%	Other

Responses reported are from 36 teachers.

O SYSTEMATIC/NON-SYSTEMATIC FOLLOW-UP METHODS

Of the 46 ABE programs included in this study:

28% (13 programs) **HAVE SYSTEMATIC FOLLOW-UP METHODS**

To be considered systematic, follow-up procedures must involve an established routine, like

- Teachers report to secretary all students who do not attend class within a week (this is a full-time learning center).
- A postcard is sent to each of these students.
- After two weeks of non-attendance, student is called. If student responds that they are not returning to class, follow-up information is obtained. Teacher is informed either way for class records and planning.

O DIFFERENCES AMONG SITES IN MULTI-SITE PROGRAMS

Record-keeping and reporting needs are compelling reasons for requiring a high degree of uniformity among sites in multi-site programs. However, client service may dictate that differences should be both tolerated and encouraged. Directors (31) with multi-site programs were asked about procedures among their sites.

"Are there differences among your sites in . . ."

"YES"	Procedure
42%	INSTRUCTIONAL MATERIALS
35%	ON-GOING ASSESSMENT METHODS
32%	INTAKE ASSESSMENT TESTS
10%	ATTENDANCE PROCEDURES

ABE ON A DAILY BASIS

O COMMUNITY LINKAGES

ABE staff were asked about the extent of their program's involvement with other community services, organizations, and groups. Following are responses from 43 teachers who stated their program had contact

"OFTEN" - one or more times a month, with these groups.

COMMUNITY LINKAGES	
Percent of Programs Who Have Frequent Contact	Community Group
74%	CETA
35%	Vocational Rehabilitation
28%	Welfare Department
26%	Local Community Organizations
21%	Employment Security
19%	Vocational Program
16%	Businesses
16%	Churches
16%	Health Organizations
16%	Libraries
Many other community groups were mentioned by less than 15% of the programs.	

• WHAT THE TAXPAYERS GET FOR THEIR ABE DOLLARS

DIVERSITY OF INDIANA ABE - INDIVIDUAL PROGRAM SUMMARIES

Throughout this study, whenever program outcome measures were discussed, "DIVERSITY" of programs was repeatedly mentioned. "That won't work for _____, because the situations are too different," was a common theme. While we agree that there is a tremendous range within ABE program operations, we do not agree that the diversity is so overwhelming that programs cannot be compared to each other.

ABE programs have a common goal: teaching basic skills to adults. Because of this goal, they have many similarities. There are even particular aspects of programs where the differences occur.

Beginning with particular details of each program, we believe program "descriptors" can be determined. That is, "What do you need to know about an ABE program to compare it with other programs?"

WE RECOMMEND THAT ABE DIRECTORS EACH YEAR PREPARE A ONE-PAGE SUMMARY OF THEIR PROGRAM USING AGREED-UPON "DESCRIPTORS".

1. These summaries could be sent to DPI during early fall.
2. DPI staff could then make copies of each program's summary, and prepare an entire set of summaries for each ABE program director.
3. Time could be set aside at the December Directors' Conference to discuss the summaries.
4. The program summaries would be compiled unedited by DPI staff. DPI staff would only be responsible for determining format of summary and content that each summary should address.
5. Informal discussion of the summaries at the Directors' Conference might sound like this:
   - *"How did you find the money to add two new sites?"*
   - *"How did you get so many contact hours with all those institutional programs?"*
   - *"A 90% positive termination rate?"* (See o VERIFYING AND COMMUNICATING . . . Section, this report.)
6. From structured review of these summaries, various interpretations of reporting procedures could be clarified.

Essentially, the idea is to structure the kind of interaction that already takes place at Directors' Conferences.

DATA FOR THESE SUMMARIES	
Data Source	Summary Sections
o Site visits/phone interviews with directors/teachers	o Administration o Program Overview o Special Features o Student Follow-up o Director Quotes
o DPI financial records	o Federal \$ o State \$
o ABE/CETA coordinator/director phone calls	o CETA \$
o FY81 Cumulative Reports/ Final Federal Reports	o **ENROLLMENT** o **CONTACT HOURS**
o FY81 Program Proposals Page 12 o FY81 Cumulative Reports Percents reported are percent of students who registered that remained in the program at least 12 hours.	o FY81 PROGRAM GOALS - Projected o FY81 PROGRAM GOALS - Actual

- o No systematic verification with directors of FY81 PROGRAM GOALS was done. They are reported here as they appear on the documents noted above.

- o Other sections of summaries were verified by program directors except where noted. NED used phone follow-up, and contacted directors at their home addresses if necessary, but the summaries were completed during "vacation season". Therefore, it simply was not possible to obtain verification from all directors.

ANDERSON

Director of ABE: David Gilbert

FY 81 PROGRAM FUNDS

Federal	State	CETA
$33,866.00	$45,718.84	$24,000

ENROLLMENT: 449

CONTACT HOURS: 59,741

Administration
- o Fiscal Agent - Anderson Community School Corporation
- o Director, Adult Basic Education spends 80% of his time on ABE and reports to the Vocational Director

Program Overview - Anderson ABE:
- o has a learning lab and four classrooms located in the area vocational school.
- o is an open entry/exit program.
- o uses the TABE during student intake.

FY 81 PROGRAM GOALS

	Projected	Actual
Percent of Level I students who enrolled	90%	66%
Percent of Level II students who enrolled	10%	28%

Special Features
Anderson ABE has a unique way to record students' contact hours: a time clock.

Student Follow-up
A calling list is compiled at the end of each month and calls are made when the teacher or aide has time.

> *"We feel that we can help any adult in Anderson at a 0-8 grade level that wishes assistance." - David Gilbert*

BARTHOLOMEW COUNTY

Director of Adult Education: Paul Riddle

FY 81 PROGRAM FUNDS

Federal	State	CETA
$57,864.00	$89,178.53	$ -0-

ENROLLMENT: 403
CONTACT HOURS: 28,309

Administration

- Fiscal agent - Bartholomew Consolidated School Corporation
- Director, Adult Education spends 33% of his time on ABE and reports to the Superintendent

Program Overview - Bartholomew County ABE:

- has six sites, five located in school buildings and one located in a closed workshop for the handicapped.
- has a floating aide to assist with overloaded classes.
- uses the Steck-Vaughn Mastery Test for Basic Essentials of Mathematics and a teacher-made reading inventory during its intake process.
- has an open entry/exit program.
- could use a wider variety of Level I Phase 1 instructional materials.

FY 81 PROGRAM GOALS

	Projected	Actual
Percent of Level I students who enrolled	75%	N/A
Percent of Level II students who enrolled	75%	N/A

Special Features

In the near future the main ABE site in Columbus is moving to a new building, the McDowell Adult Education Center.

Student Follow-up

Attendance forms are reviewed once a month to determine which students should receive follow-up calls or postcards.

> *"We feel our program is unique in that we are diversified and have several of the components that are listed in the ABE guidelines, such as: 1) individual classes, 2) day and evening classes in ABE, GED & ESL, 3) serving rural people in rural elementary schools, 4) one class designed for severely handicapped, 5) coordination with several agencies, such as developmental services, welfare, and CETA." - Paul Riddle*

BLUE RIVER

Director of ABE: Vicki Hobbs

FY 81 PROGRAM FUNDS

Federal	State	CETA
$57,638.05	$43,973.02	$ -0-

ENROLLMENT: 354
CONTACT HOURS: 22,630

Administration

- o Fiscal Agent - Blue River Vocational Technical Center
- o Director, Adult Basic Education spends 35% of her time on ABE and reports to the Vocational Director

Program Overview - Blue River ABE:

- o has three sites all located in schools.
- o is an open entry/exit program.
- o uses the SRA reading inventory and WRAT during student intake.

FY 81 PROGRAM GOALS

	Projected	Actual
Percent of Level I students who enrolled	75%	61%
Percent of Level II students who enrolled	75%	59%

Special Features

The director has developed methods to maintain a high quality program despite funding cuts.

Student Follow-up

Separation data are gathered through the separation interview when possible. As a general rule, follow up is done after two weeks. Separation and impact data are very difficult to gather and often "guestimates" must be made.

> *"In our current economic situation the ABE program is needed more than ever. One of the primary reasons we can offer the services we do is the long-term, ongoing cooperation with other agencies." - Vicki Hobbs*

CENTRAL NINE

Director of Adult Education: Richard Stoddard

FY 81 PROGRAM FUNDS

Federal	State	CETA
$24,469.00	$24,158.34	$ -0-

ENROLLMENT: 285
CONTACT HOURS: 17,644

Administration
- Fiscal Agent - Central Nine Vocational Technical School
- Director, Adult Basic Education spends 25% of his time on ABE and reports to the Vocational Director

Program Overview - Central Nine ABE:
- has three sites, one in the vocational school, one in a library and one in a community center.
- has students assigned to class meeting times.
- uses the TABE and the Iowa Basic Level 14.

FY 81 PROGRAM GOALS

	Projected	Actual
Percent of Level I students who enrolled	100%	72%
Percent of Level II students who enrolled	100%	93%

Special Features
During FY82 additional funds for the ABE program were raised through presentations to local service clubs and churches.

Student Follow-up
Follow up is made by telephone after a student misses one class.

> *"Most unique is the combination of structured and individualized instruction." - Richard Stoddard*

INDIANA DEPARTMENT OF CORRECTION

Director of Education: Don Hipes

FY 81 PROGRAM FUNDS

Federal	State	CETA
$176,062.00	See Administration	

ENROLLMENT: 1,267

CONTACT HOURS: 151,684

Administration

- All ABE programs offered in DOC institutions are administered by the Acting Supervisor of Education who reports to the Director of Program Services.
- DPI allocations supplement Indiana General Assembly DOC funds. DOC has 200 teachers in twelve institutions. Fifteen of these are ABE instructors, five of which are paid for with federal monies.

Program Overview

- All males sentenced to DOC receive assessment/diagnostic services through the Reception Diagnostic Center. Females receive assessment/diagnostic services through the individual institutions.
- All inmates at DOC institutions are assigned to an educational program, a vocational training program, or are given a work assignment within the institution.
- Like correctional institutions across the country, Indiana DOC institutions have a problem with overcrowding. This situation has especially affected the availability and effectiveness of educational programs.

FY 81 PROGRAM GOALS

	Projected	Actual
Percent of Level I students who enrolled	95%	92%
Percent of Level II students who enrolled	5%	-

Special Features

GED graduates are encouraged to enter in-house vocational training programs offered at DOC institutions.

Student Follow-up

Because of the nature of the DOC institutions, student follow up is very difficult. For security purposes, inmates may be transferred to different institutions and collecting information becomes difficult. Also, after release, former inmates cannot be contacted by DOC for follow up.

> *"The ABE program operating within the DOC is severely handicapped by budgetary restrictions. The DOC program of ABE must be coordinated closely with internal departments, such as security and food service." - Don Hipes*

CRAWFORDSVILLE ADULT READING ASSOCIATION

Coordinator of ABE: Susan Swan

FY 81 PROGRAM FUNDS

Federal	State	CETA
$17,472.64	$11,216.29	$ -0-

ENROLLMENT: 76
CONTACT HOURS: 2,748

Administration

- Fiscal Agent - Crawfordsville Community Schools
- Coordinator spends 100% of her time on ABE and reports to the Director of Adult Education

Program Overview - CARA:

- has one site located in a local church.
- is an open entry/exit program.
- uses the WRAT and TABE tests during student intake.
- cuts costs by hand delivering local mail.
- would like to have a wider variety of instructional reading materials.

FY 81 PROGRAM GOALS

	Projected	Actual
Percent of Level I students who enrolled	80%	73%

Special Features

Any student who tests at a 4th grade level or below is placed with a volunteer tutor. Each tutor has gone through a twelve hour training program.

Student Follow-up

Follow up is done by postcards which are sent after three weeks of absences.

> *"CARA is a small program with only one teacher for the classroom and one tutor trainer for the lowest-skilled students. However, it is our volunteer tutors, trained by our privately-funded tutor trainer, who allow our ABE program to succeed with the homebound, jail bound and 0-4th grade level student." - Susan Swan*

EAST CHICAGO

Director of ABE: Reuben Rodriguez

FY 81 PROGRAM FUNDS

Federal	State	CETA
$42,912.99	$31,962.52	$ -0-

ENROLLMENT: 468

CONTACT HOURS: 46,988

Administration

- Fiscal Agent - School City of East Chicago
- Director of Adult Basic Education spends 65% of his time on ABE and reports to the Assistant Superintendent

Program Overview - East Chicago ABE:

- has four sites, two in public schools, one in a housing development and one in a community center.
- has an extensive intake assessment process.
- administers a pre- and posttest to each student.
- has extensive ESL offerings.
- has childcare services available at two ESL sites.

FY 81 PROGRAM GOALS

	Projected	Actual
Percent of Level I students who enrolled	85%	82%
Percent of Level II students who enrolled	75%	78%

Special Features

East Chicago ABE has strong linkages with ALSE, a local organization for Spanish-speaking citizens.

Student Follow-up

Follow up is done at two week intervals.

> *"The uniqueness of our program is in the ability of the program to reach a diversified population and the ability of teachers to provide a sound educational program." - Reuben Rodriguez*

EDINBURGH

Director of ABE: Mark McCoskey

FY 81 PROGRAM FUNDS

Federal	State	CETA
$13,618.00	$13,578.84	$ -0-

ENROLLMENT: 157

CONTACT HOURS: 5,453

Administration
- o Fiscal Agent - Edinburgh Community School Corporation
- o Director of ABE spends 20% of his time on ABE and reports to the Superintendent

Program Overview - Edinburgh ABE:
- o has a learning lab located in the high school.
- o is an open entry/exit program.
- o uses volunteers.

FY 81 PROGRAM GOALS

	Projected	Actual
Percent of Level I students who enrolled	75%	74%
Percent of Level II students who enrolled	73%	95%

Special Features
Edinburgh ABE has raised money this year through local service clubs.

Student Follow-up
Telephone follow up is done four times a year.

> *"The uniqueness of our ABE program lies in the way our staff adapts their teaching styles to our clientele. Our teachers recognize that each student brings to class problems far beyond a lack of education. An effort is made, through cooperation among staff and with other agencies, to meet students where they are and help them get to where they want to be. - Mark McCoskey*

ELKHART

Director of Adult Education: W. B. Addison

FY 81 PROGRAM FUNDS*

Federal	State	CETA
$6,834.42	$66,132.47	$ -0-

ENROLLMENT: 224

CONTACT HOURS: 11,621

Administration
- Fiscal Agent - Elkhart Community Schools
- Director of Adult Education spends 25% of his time on ABE and reports to the Vocational Director

Program Overview - Elkhart ABE:
- has two sites, one located in a school and one in a YMCA.
- is an open entry/exit program.
- uses the TABE and Steck-Vaughn General Education Performance Index during student intake.

FY 81 Program Goals*

	Projected	Actual
Percent of Level I students who enrolled	50%	64%
Percent of Level II students who enrolled	50%	59%

Special Features

Elkhart ABE has an active advisory committee that assists the program in a variety of ways.

Student Follow-up

Follow up is done after three weeks, but it is difficult to reach students to gather separation and impact data.

> *"Our program is unique in that it covers a large area, some of which is non-adjacent. Even though this causes difficulty in recruitment and transportation, we feel we have a fine program." - W. B. Addison*

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*Program statistics were not verified with the program director.

ELWOOD

Supervisor of ABE: Marilyn Lucas

FY 81 PROGRAM FUNDS

Federal	State	CETA
$3,742.25	$20,288.57	$ -0-

ENROLLMENT: 119
CONTACT HOURS: 10,456

Administration
- o Fiscal agent - Elwood Community Schools
- o Supervisor spends 100% of her time on ABE and reports to the Vocational Director

Program Overview - Elwood ABE:
- o has one site located at the vocational school.
- o is an open entry/exit program.
- o uses the WRAT and Woodcock tests during student intake.

FY 81 PROGRAM GOALS

	Projected	Actual
Percent of Level I students who enrolled	90%	89%
Percent of Level II students who enrolled	-	-

Special Features
If students have special interests they are invited to give a class presentation on their interest. This past year some presentations have been an Indian rain dance, weaving, and trapping.

Student Follow-up
Twice a year telephone calls and postcards are used to gather impact and separation data. In addition, a few home visits are made.

> *"We have a supportive family atmosphere in our program. We believe in the 'satisfied customer approach' and because of this, coupled with the fact that ours is basically a level one program, we have a high return rate from year to year." - Marilyn Lucas*

EVANSVILLE-VANDERBURGH

Director of ABE: J. Edwin Cole

FY 81 PROGRAM FUNDS

Federal	State	CETA
$36,293.50	$98,728.18	$ -0-

ENROLLMENT: 920

CONTACT HOURS: 48,599

Administration
- Fiscal Agent - Evansville-Vanderburgh School Corporation
- Director, Adult Basic Education spends 33% of his time on ABE and reports to the Director of Vocational and Adult Education

Program Overview - Evansville-Vanderburgh ABE:
- has five sites, two located in schools, one in a jail and two in community-based organizations.
- is an open entry/exit program.
- uses the SORT test during student intake.

FY 81 PROGRAM GOALS

	Projected	Actual
Percent of Level I students who enrolled	81%	80%
Percent of Level II students who enrolled	88%	68%

Special Features
Program staff provides students with information on a wide variety of services available in the community.

Student Follow-up
Although students usually inform ABE staff of impact and separation data, some phone calls are made when necessary.

> *"In addition to having just started a computerized program in our central learning lab, we have a wonderful relationship with our other sites as well. One site even furnished transportation and babysitting services for our students." - J. Edwin Cole*

FAYETTE COUNTY

Assistant Director of Connersville Area Vocational School: Paul Ridenour

FY 81 PROGRAM FUNDS

Federal	State	CETA
$5,819.85	$28,006.69	$27,304.00

ENROLLMENT: 172
CONTACT HOURS: 11,418

Administration
- Fiscal Agent - Fayette County School Corporation
- Assistant Director spends 10% of his time on ABE and reports to the Director of the vocational school

Program Overview - Fayette County ABE:
- is a van program with sites in Franklin and Rush counties.
- uses retired teachers as volunteers.
- is an open entry/exit program.

FY 81 PROGRAM GOALS

	Projected	Actual
Percent of Level I students who enrolled	75%	84%
Percent of Level II students who enrolled	75%	68%

Special Features
Fayette County has a working relationship with a retired teachers group. The former teachers serve as volunteers. Other agencies in the service area refer students to the ABE program. The program staff has a special rapport with students in the program.

Student Follow-up
To collect separation and impact data, telephone calls are made to students after they have missed three class periods. Letters with a "we miss you" theme are also sent.

> *"Being one of the older programs in the state, we have had the time to become accepted and supported by the community. In addition we have a tutorial program and a special relationship with the handicapped workshop in our area." - Paul Ridenour*

FORT WAYNE

Supervisor of ABE: Richard Deputy

FY 81 PROGRAM FUNDS

Federal	State	CETA
$79,930.78	$147,372.99	$ -0-

ENROLLMENT: 1,226

CONTACT HOURS: 72,139

Administration

- o Fiscal Agent - Fort Wayne Community Schools
- o Supervisor, Adult Basic Education spends 88% of his time on ABE and reports to the Director of Continuing Education, Fort Wayne Community Schools

Program Overview - Fort Wayne ABE:

- o has nine sites, six in schools and three in community-based organizations.
- o uses the WRAT and Botell reading placement test during student intake.

FY 81 Program Goals

	Projected	Actual
Percent of Level I students who enrolled	75%	69%
Percent of Level II students who enrolled	80%	81%

Special Features

Fort Wayne ABE has excellent working relationships with several community agencies, including the local Urban League.

Student Follow-up

Follow up is done monthly for students who have missed two weeks of class. Telephone calls and postcards are used.

> *"Each staff person realizes that people coming to us for help with their academic skills bring many talents and abilities of their own to the program. By encouraging the students to utilize these talents, we can raise their self concept and go from there in raising their academic level." - Richard Deputy*

FRANKFORT

Director of ABE: Bill Gosewehr

FY 81 PROGRAM FUNDS

Federal	State	CETA
$2,013.70	$5,661.45	$ -0-

ENROLLMENT: 97

CONTACT HOURS: 3,523

Administration

- o Fiscal Agent - Community Schools of Frankfort
- o Personnel Director spends 5% of his time on ABE and reports to the Superintendent

Program Overview - Frankfort ABE:

- o has one site donated by the city.
- o is an open entry/exit program.
- o uses the Stanford Achievement Test during student intake.
- o would like to have more instructional materials for the non-reader.

FY 81 PROGRAM GOALS

	Projected	Actual
Percent of Level I students who enrolled	80%	69%
Percent of Level II students who enrolled	65%	72%

Special Features

This program is being continued despite the minimal funding which it receives. It is being continued because of a strong local commitment to providing ABE services.

Student Follow-up

There is no established time for doing student follow up. Some students may be contacted after a few weeks and it may be four to five months for others.

* *

> *"We are very proud of the accomplishments of our ABE program and of those people who have taken the GED who probably would not have taken that step without our program." - Bill Gosewehr*

* *

GARRETT-KEYSER-BUTLER

Assistant Vocational Director: Ken Surber

FY 81 PROGRAM FUNDS

Federal	State	CETA
$28,188.00	$25,716.68	$ -0-

ENROLLMENT: 525

CONTACT HOURS: 29,715

Administration

- Fiscal Agent - Four County Area Vocational Cooperative
- Assistant Vocational Director spends 40% of his time on ABE and reports to the Vocational Director

Program Overview - Garrett-Keyser-Butler ABE:

- has six sites, three in schools, two in libraries, and one in a university.
- has a waiting list of 18.
- is an open entry/exit program.
- uses the TABE test during student intake.

FY 81 PROGRAM GOALS

	Projected	Actual
Percent of Level I students who enrolled	85%	83%
Percent of Level II students who enrolled	15%	69%

Special Features

Garrett-Keyser-Butler ABE has many working relationships with local agencies. Two of the most effective are with the local CETA office and the local Big Brother/Sister organization.

Student Follow-up

The ABE recruiter conducts telephone follow ups after students have been absent three weeks.

> *"During our first year we served 87 people. We are now serving over 700 people a year. We are also quite pleased and proud of our relationship with the other service agencies in the area." - Ken Surber*

GARY

Supervisor of Adult Education: Robert Razumich

FY 81 PROGRAM FUNDS

Federal	State	CETA
$79,021.99	$140,377.57	$ -0-

ENROLLMENT: 1,280

CONTACT HOURS: 80,190

Administration

- Fiscal Agent - Gary Community School Corporation
- Supervisor, Adult Education spends 90% of his time on ABE and reports to the Director of Technical, Vocational and Continuing Education

Program Overview - Gary ABE:

- has eight sites, four in schools, two in libraries, and two in community-based organizations.
- has a waiting list of 20-40.
- has a comprehensive program providing both ABE and ESL instruction.

FY 81 PROGRAM GOALS

	Projected	Actual
Percent of Level I students who enrolled	60%	59%
Percent of Level II students who enrolled	57%	46%

Special Features

The program works closely with the Latin American Family Education Program (LAFEP) in providing ABE and ESL instruction. LAFEP is a community-based organization providing educational and social services to the Hispanic community.

Student Follow-up

Telephone follow up is done after students miss one to two weeks of class.

> *"We're especially proud of our cooperative arrangement with the Latin American Family Education Program." - Robert Razumich*

HAMMOND

Supervisor of Adult Education: Andrew Adaska

FY 81 PROGRAM FUNDS

Federal	State	CETA
$30,615.00	$47,858.37	$ -0-

ENROLLMENT: 243

CONTACT HOURS: 16,253

Administration

- Fiscal Agent - School City of Hammond
- Supervisor, Adult Education spends 6% of his time on ABE and reports to the Superintendent
- Currently a new adult education administrative position, with major responsibilities for ABE, is being added

Program Overview - Hammond ABE:

- has one site located in the career center.
- has 37 on its waiting list.
- is an open entry/exit program.
- uses the WRAT and Individual Reading Inventory during student intake.

FY 81 PROGRAM GOALS

	Projected	Actual
Percent of Level I students who enrolled	65%	71%
Percent of Level II students who enrolled	65%	66%

Special Features

Hammond ABE uses former students as volunteers.

Student Follow-up

Initial follow up is done two days after a student is absent. More specific follow up to collect separation and impact data is done quarterly. An annual survey is also sent to collect follow-up and program evaluation data.

> *"We are in our second year with federal funds. This has allowed us to expand and enhance our program in many ways, but most importantly it has allowed us to become much more individualized in our approach." - Andrew Adaska*

INDIANAPOLIS

Supervisor/Director of ABE: Harold Wilson

FY 81 PROGRAM FUNDS

Federal	State	CETA
$196,042.80	$231,116.62	$ -0-

ENROLLMENT: 3,408

CONTACT HOURS: 305,171

Administration

- o Fiscal Agent - Indianapolis Public Schools
- o Supervisor/Director, Adult Basic Education spends 100% of his time on ABE

Program Overview - Indianapolis ABE:

- o has thirty-one sites, 16 located in schools and 15 in community-based organizations and institutions, including a jail, an international center, a township trustee's office, and neighborhood and community centers.
- o uses volunteers.
- o is an open entry/exit program.
- o uses the ABLE, WRAT, California Achievement Tests, and Slosson Reading Test (Level I) during student intake. ILYIN Oral Interview is used for ESL students.

FY 81 Program Goals

	Projected	Actual
Percent of Level I students who enrolled	75%	81%
Percent of Level II students who enrolled	75%	79%

Special Features

The largest ABE program in the state, Indianapolis' student body reflects all ethnic groups. In addition, Indianapolis ABE has working relationships with many agencies in Indianapolis.

Student Follow-up

Telephone follow up is done after students are absent for two weeks.

> *"Adult Basic Education in the Indianapolis Public Schools is unique because of its diversification. It is a large urban operation designed to give adults an opportunity to complete basic skills, learn English as a second language, or complete requirements for a High School Equivalency Certificate." - Harold Wilson*

INDIANA VOCATIONAL TECHNICAL COLLEGE - LEBANON

Teacher/Administrator of ABE: Karen Martin

FY 81 PROGRAM FUNDS

Federal	State	CETA
$11,221.40	$ -0-	$ -0-

ENROLLMENT: 68
CONTACT HOURS: 3,031

Administration
- o Fiscal Agent - Indiana Vocational Technical College - Lebanon

Program Overview - Lebanon ABE:
- o has one site located at IVTC.
- o is an open entry/exit program.
- o uses the TABE test during student intake.
- o has a teacher/coordinator who spends 100% of her time on ABE.

FY 81 PROGRAM GOALS

	Projected	Actual
Percent of Level I students who enrolled	75%	40%
Percent of Level II students who enrolled	80%	33%

Special Features
Former students are used as volunteers.

Student Follow-up
Student follow up takes place at the end of each month via personal contacts with the students and telephone contacts.

"Our program serves students from the Lebanon community and surrounding areas. All instruction is individualized and students attend in an open entry/exit fashion." - Karen Martin

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JAY COUNTY

Director of Adult Education: Richard Huey

FY 81 PROGRAM FUNDS

Federal	State	CETA
$12,693.00	$10,899.80	$ -0-

ENROLLMENT: 207

CONTACT HOURS: 13,487

Administration
- Fiscal Agent - Jay County School Corporation
- Director, Adult Education spends 70% of his time on ABE and reports to the high school principal

Program Overview - Jay County ABE:
- has two sites, both located in schools.
- has just completed its first full year of operation.
- serves Randolph county, Jay county and the southern part of Adams county.

FY 81 PROGRAM GOALS

	Projected	Actual
Percent of Level I students who enrolled	85%	84%
Percent of Level II students who enrolled	80%	73%

Special Features

The program provides the only ABE instruction available for residents of several rural counties.

> *"We feel we are reaching the students who are hardest to reach, the Level I students. The community has given the program a great deal of support, and we in turn have tried to make the people of the community more employable, which is very important in this area." - Richard Huey*

KOKOMO

Supervisor of Continuing Education: Larry Foster

FY 81 PROGRAM FUNDS*

Federal	State	CETA
$33,718.33	$37,198.99	$ -0-

ENROLLMENT: 341

CONTACT HOURS: 21,608

Administration
- Fiscal Agent - Kokomo Center Township Consolidated School Corporation
- Supervisor, Continuing Education reports to the Vocational Director

Program Overview - Kokomo ABE:
- has three sites located in school buildings.
- has ten on its waiting list.

FY 81 Program Goals*

	Projected	Actual
Percent of Level I students who enrolled	85%	73%
Percent of Level II students who enrolled	90%	88%

Special Features
Volunteers assist with the program.

> *"No other program in the community serves the type of clients we do and, dollar for dollar, the ABE money is very well utilized. Also, the ABE teachers are dedicated and have a great deal of empathy for students." - Larry Foster*

*Program statistics were not verified with the program director.

LAFAYETTE ADULT READING ACADEMY

Coordinator of ABE: JoAnn Vorst

FY 81 PROGRAM FUNDS

Federal	State	CETA
$49,859.59	$55,650.08	$ -0-

ENROLLMENT: 732

CONTACT HOURS: 27,218

Administration

- Fiscal Agent - Lafayette School Corporation
- Coordinator, Adult Basic Education spends 100% of her time on ABE and reports to the Superintendent

Program Overview - Lafayette ABE:

- has three sites, a YWCA, a CETA office, and a sheltered workshop.
- generally has a waiting list in the fall.
- has an extensive volunteer program.
- has extensive linkages with community agencies and organizations.
- has an arrangement with Purdue University whereby students receive credit for volunteer work at the Reading Academy.
- has received donations and grants from local businesses and foundations.

FY 81 Program Goals

	Projected	Actual
Percent of Level I students who enrolled	75%	71%
Percent of Level II students who enrolled	75%	98%

Special Features

Lafayette ABE has developed a Goal Attainment Scale for assessing student skill levels.

Student Follow-up

The time frame for follow up depends on the individual teacher. Follow up is done by telephone and postcards, after students have missed two to five days of class.

> *"We feel our new system of evaluating adults, the Goal Attainment Scale, is very effective. We're also proud because our program has a broad base of community support, to the point that its almost community based." - JoAnn Vorst*

LAKE RIDGE

Director of Adult Education: Max Hile

FY 81 PROGRAM FUNDS

Federal	State	CETA
$41,163.00	$52,501.62	$3,742.00

ENROLLMENT: 983

CONTACT HOURS: 55,345

Administration

o Fiscal Agent - Lake Ridge School Corporation

o Director, Adult Education spends 15% of his time on ABE and reports to the Superintendent

Program Overview - Lake Ridge ABE:

o has one site located in a school building.

o has twenty-five on its waiting list.

o is an open entry/exit program.

o uses the Gates-MacGinitie, CLAP and APC Survey tests during student intake.

o has active ESL program.

FY 81 Program Goals

	Projected	Actual
Percent of Level I students who enrolled	71%	80%
Percent of Level II students who enrolled	29%	70%

Special Features

Students attending Lake Ridge ABE classes take field trips and attend various cultural activities in addition to learning basic skills.

Student Follow-up

Depending on the student, follow up is done after three or four absences.

> *"The uniqueness of our program is that it holds ESL students so well. At the end of the program we have as many, if not more students, as we had at the beginning. We don't do a great deal of publicity; they somehow find us." - Max Hile*

LOGANSPORT

Director of ABE: Barbara Bevelhimer

FY 81 PROGRAM FUNDS

Federal	State	CETA
$47,142.37	$112,496.13	$8,335.00

ENROLLMENT: 453

CONTACT HOURS: 27,095

Administration

- Fiscal Agent - Logansport Community School Corporation
- Director, Adult Basic Education spends 100% of her time on ABE and reports to the Vocational Director

Program Overview - Logansport ABE:

- has four sites, one in a school, one in a county office building, one in a civic center and one in the Logansport State Hospital.
- is an open entry/exit program.
- uses the TABE and WRAT Reading Test during student intake.
- recycles pop cans and sells coffee to earn extra funds.
- uses volunteers from Literary Volunteers of America (LVA) for individual tutoring.

FY 81 Program Goals

	Projected	Actual
Percent of Level I students who enrolled	80%	70%
Percent of Level II students who enrolled	95%	73%

Special Features

Staff participation in a local consortium of public service agencies strengthens ABE linkages with the community.

Student Follow-up

Follow up is done after students have missed two weeks.

> *"El-Tip-Wa operates learning centers for 20-30 hours a week at each of four different sites representing three school corporations and one state mental hospital. A wide variety of learning materials allows teachers to vary their teaching approaches and encourages creativity." - Barbara Bevelhimer*

MARION

Director of Adult and Vocational Education: A. A. Vitello

FY 81 PROGRAM FUNDS

Federal	State	CETA
$20,590.21	$44,648.35	$ -0-

ENROLLMENT: 267

CONTACT HOURS: 38,667

Administration
- Fiscal Agent - Marion Community Schools
- The Director of Adult and Vocational Education reports to the Superintendent

Program Overview - Marion ABE:
- has one site located in portable classrooms.
- uses volunteers.
- is an open entry/exit program.
- uses the WRAT and TABE tests during student intake.

FY 81 Program Goals

	Projected	Actual
Percent of Level I students who enrolled	75%	74%
Percent of Level II students who enrolled	80%	67%

Special Features
Next year the Marion ABE program will be moving into the new Tucker Area Career Center.

Student Follow-up
Follow up is done after students miss four classes. Separation and impact data are difficult to gather.

> *"Our program is highly individualized with a dedicated, enthusiastic staff who cares about students not only from an educational point of view, but also from a personal and humanitarian point of view. It is a sensitive group who works well together and this is part of the reason our program has grown substantially in the last few years."* - *A. A. Vitello*

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MARSHALL COUNTY

Teacher/Coordinator of ABE: Sandy Cardwell

FY 81 PROGRAM FUNDS

Federal	State	CETA
$21,651.43	$ -0-	$ -0-

ENROLLMENT: 139

CONTACT HOURS: 12,453

Administration

o Fiscal Agent - Marshall County Adult Basic Education, Inc.
o The Board of Directors meets once a month

Program Overview - Marshall County ABE:

o has a Teacher/Coordinator who spends 100% of her time on Adult Education.
o has one site in a former apartment located in an office building.
o uses volunteers.
o is an open entry/exit program.
o would like more Level I Phase 1 instructional materials.

FY 81 Program Goals

	Projected	Actual
Percent of Level I students who enrolled	60%	67%
Percent of Level II students who enrolled	65%	N/A

Special Features

Marshall County ABE has raised funds from their local United Way, City Council and a local union.

Student Follow-up

ODC students are contacted the day after they miss class. Follow up for other students is done every two months.

> *"In our program, we work with students on an individual basis and students are allowed to progress at their own rate. Also, since we're located in a former apartment and have kitchen facilities, students get experience in comparative shopping and meal preparation at least once a month, and can enjoy the finished product."*
>
> *- Sandy Cardwell*

MICHIGAN CITY

Assistant Director, Vocational and Adult Education: George Finney

FY 81 PROGRAM FUNDS

Federal	State	CETA
$33,486.52	$51,207.49	$ -0-

ENROLLMENT: 293

CONTACT HOURS: 36,251

Administration
- o Fiscal Agent - Michigan City Area Schools
- o Assistant Director, Vocational and Adult Education spends 50% of his time on ABE and reports to the Vocational Director

Program Overview - Michigan City ABE:
- o has four sites, a school, a church, a community center, and a housing development.
- o uses the TABE and ESLOA, as well as a variety of other tests during student intake.
- o is an open entry/exit program.
- o provides an in-depth intake assessment for each new student.

FY 81 Program Goals

	Projected	Actual
Percent of Level I students who enrolled	95%	69%
Percent of Level II students who enrolled	50%	75%

Special Features
Optional weekly rap sessions are held for ABE students.

Student Follow-up
To collect impact and separation data, telephone calls are made to students absent at least eight days.

* *

"Our program is an alternative for people who have no other alternatives. It gives purpose and direction to otherwise wasted lives. It provides caring, compassionate, private tutoring to those who can't read and would be embarrassed if anyone knew." - ABE staff member

(The ABE director thought this staff member could best describe the uniqueness of their program. She is an ABE graduate who is now on the ABE staff.)

* *

MONROE COUNTY

Coordinator of Adult Education: Ann McDermott

FY 81 PROGRAM FUNDS*

Federal	State	CETA
$33,748.01	$58,384.43	$ -0-

ENROLLMENT: 539

CONTACT HOURS: 45,622

Administration
- o Fiscal Agent - Monroe County Community School Corporation
- o Coordinator, Adult Education spends 65% of her time on ABE and reports to the Assistant Superintendent for Secondary Education

Program Overview - Monroe County ABE:
- o has six sites, three in schools, and one each in a Christian center, a community center and a youth center.
- o uses volunteers from Volunteers in Tutoring Adult Learning (VITAL).
- o uses Indiana University practicum students as volunteers.
- o is an open entry/exit program.

FY 81 Program Goals*

	Projected	Actual
Percent of Level I students who enrolled	65%	75%
Percent of Level II students who enrolled	80%	64%

Special Features
Monroe County ABE was instrumental in the development of the CUBE system, an individualized curriculum for ABE students.

Student Follow-up
Notices are mailed to students who have missed three classes.

> *"We have a comprehensive, flexible curriculum which has been effectively used with all students, from out-of-school juvenile delinquents to senior citizens. The curriculum is individualized, so very few people fail, which may account for our high retention rate. In addition, our faculty is very professional, knowledgeable and dedicated. They are capable of developing curriculum and they do it." - Ann McDermott*

*Program statistics were not verified with the program director.

MOUNT VERNON

Coordinator of ABE: Larry Blubaum

FY 81 PROGRAM FUNDS

Federal	State	CETA
$4,881.82	$6,942.75	$ -0-

ENROLLMENT: 49

CONTACT HOURS: 2,762

Administration

- o Fiscal Agent - MSD of Mount Vernon
- o Coordinator, Adult Basic Education spends 15% of his time on ABE and reports to the Assistant Superintendent

Program Overview - Mount Vernon ABE:

- o has one site located in a school.
- o is an open entry/exit program.
- o would like to have more instructional materials.

FY 81 PROGRAM GOALS

	Projected	Actual
Percent of Level I students who enrolled	80%	81%
Percent of Level II students who enrolled	78%	100%

Special Features

Both program staff members have been with the program since it was established in 1967.

Student Follow-up

Depending on the student, follow up is done after two or three class periods are missed.

> *"The other teacher and myself have been with the program since it started in 1967. We have had 170 graduates since that time. Because of funding cuts we feel we are on the brink of losing the program, which would really hurt the people we serve as well as the community as a whole. ABE in Mount Vernon has been a great second chance for those wanting basic education." - Larry Blubaum*

MUNCIE

Director of Adult Education: Don Whitehead

FY 81 PROGRAM FUNDS

Federal	State	CETA
$37,288.00	$50,666.34	$ -0-

ENROLLMENT: 698
CONTACT HOURS: 26,827

Administration
- o Fiscal Agent - Muncie Community Schools
- o Director, Adult Education spends 50% of his time on ABE and reports to the Administrative Assistant to the Superintendent

Program Overview - Muncie ABE:
- o has seven sites located in school buildings.
- o uses volunteers.
- o offers childcare through the childcare program at the vocational school.
- o has high school counselors available to ABE students.

FY 81 PROGRAM GOALS

	Projected	Actual
Percent of Level I students who enrolled	74%	64%
Percent of Level II students who enrolled	69%	59%

Special Features
Regular group counseling is available to ABE students. Also, community resource people visit the program to make presentations to the students.

Student Follow-up
Follow up is done after a student is absent for two weeks.

> *"One of the major strengths of our program is the ability and dedication of our staff. We have several paraprofessionals who have gone through the program. They work well with the students and have an understanding of the students' needs." - Don Whitehead*

NEW ALBANY

Instructional Assistant - Vocational and Continuing Education: Tommy Paul

FY 81 PROGRAM FUNDS

Federal	State	CETA
$91,982.34	$88,854.18	$33,072.00

ENROLLMENT: 720

CONTACT HOURS: 58,099

Administration

- Fiscal Agent - New Albany-Floyd County Consolidated School Corporation
- Instructional Assistant - Vocational and Continuing Education reports to the Assistant Superintendent

Program Overview - New Albany ABE:

- has eleven sites, eight in school buildings, one in a union hall, one in the Head Start building, and one in the Community Action Building.
- has ten volunteers.
- could use more instructional materials for math.
- has linkages with a wide variety of community agencies and organizations.

FY81 Program Goals

	Projected	Actual
Percent of Level I students who enrolled	55%	46%
Percent of Level II students who enrolled	55%	49%

Special Features

Efforts have been made to maintain services and program quality at their previous level, in spite of funding cuts.

Student Follow-up

Follow up is done after a student misses two weeks of class.

> *"Community awareness is a unique feature, reached through a coordinated program of publicity and agency involvement. This is best accomplished with knowledgeable staff members assigned to regular community contacts." - Tommy Paul*

NEW CASTLE

Director, Area Vocational School: Beverly Hankenhoff

FY 81 PROGRAM FUNDS

Federal	State	CETA
$69,204.00	$84,505.62	$ -0-

ENROLLMENT: 873

CONTACT HOURS: 33,742

Administration
- o Fiscal Agent - New Castle Community School Corporation
- o Vocational Director administers the program. Program Coordinator spends 100% of his time on ABE, teaching part time as well as coordinating the program.

Program Overview - New Castle ABE:
- o has five sites, one a school, one in the Adult Learning Center, one in a state hospital, one in a CAAP office, and one in a private industry.
- o has had difficulty finding good 0-4 level reading materials.
- o uses retired teachers as volunteers.

FY 81 PROGRAM GOALS

	Projected	Actual
Percent of Level I students who enrolled	85%	91%
Percent of Level II students who enrolled	75%	89%

Special Features
- o Prior to DPI funding, the program was originally designed by Cummins. As a result, program staff are aware of available ABE industrial materials such as those from Dole, Chiquita, Sony, Johns-Mansville, etc.
- o Director emphasizes internal evaluation and documentation. In a recent program evaluation, the student retention rate for each teacher was presented and program statistics were compared with state averages.

Student Follow-up
Systematic follow up begins when students miss class for one week. Teachers report names to clerical staff who make follow-up calls.

> *"From its inception, our program has been based on community and client needs and involvement, and was not designed as an extension of the traditional school. The program operates in a different mode than traditional education." - Beverly Hankenhoff*

NOBLESVILLE

Director of Secondary Education: Dr. David Smith

FY 81 PROGRAM FUNDS

Federal	State	CETA
$1,555.00	$3,499.80	$ -0-

ENROLLMENT: 90
CONTACT HOURS: 2,300

Administration

- o Fiscal Agent - Noblesville Schools
- o Director, Secondary Education spends 5% of his time on ABE and reports to the Superintendent

Program Overview - Noblesville ABE:

- o has one site located in a school building.
- o is an open entry/exit program.
- o uses the ABLE during student intake.

FY 81 PROGRAM GOALS

	Projected	Actual
Percent of Level I students who enrolled	60%	85%
Percent of Level II students who enrolled	100%	N/A

Special Features

Noblesville ABE held their first graduation-recognition ceremony this year.

Student Follow-up

Although there is no formal student follow up, separation and impact data are collected from returning students, other students, and students' friends and family.

> *"We have a good, functioning program that serves the community."*
> *- Dr. David Smith*

PERRY COUNTY

Vocational Director: John Sollman

FY 81 PROGRAM FUNDS

Federal	State	CETA
$6,707.40	$2,478.71	$ -0-

ENROLLMENT: 52

CONTACT HOURS: 1,749

Administration

- Fiscal Agent - Tell City-Troy Township School Corporation
- Director spends 10% of his time on ABE and reports to the Superintendent

Program Overview - Perry County ABE:

- has one site located in a school.
- has an open entry/exit program.
- began operation this past year.
- uses TABE for intake assessment.
- is in need of more supplementary materials for students.

FY 81 PROGRAM GOALS

	Projected	Actual
Percent of Level I students who enrolled	-	84%
Percent of Level II students who enrolled	-	71%

Special Features

Students are made aware of the support services that are available.

Student Follow-up

Follow-up calls are made after students miss approximately six class periods.

> *"We're proud of our program because we have a population here that needs to be served, and we serve them." - John Sollman*

PIKE COUNTY

Director of Adult and Continuing Education: Judith Wood

FY 81 PROGRAM FUNDS

Federal	State	CETA
$25,007.79	$23,694.53	$ -0-

ENROLLMENT: 250

CONTACT HOURS: 14,972

Administration
- o Fiscal Agent - Pike County School Corporation
- o Director, Adult and Continuing Education spends 20% of her time on ABE and reports to the Superintendent

Program Overview - Pike County ABE:
- o has six sites, one located in a school building, two in senior citizen centers, one in a private industry and one in an old gym. The site in the courthouse basement serves senior citizens and welfare clients.
- o is an open entry/exit program.
- o uses the Metropolitan Achievement Test and teacher-made low level tests for initial assessment.
- o uses volunteers.

FY 81 PROGRAM GOALS

	Projected	Actual
Percent of Level I students who enrolled	85%	90%
Percent of Level II students who enrolled	85%	68%

Special Features
Senior citizens and retired teachers serve as volunteers.

Student Follow-up
Follow up is generally, but not always, done after two weeks.

"Our program is vital to the small rural counties we serve. The need is tremendous. We're proud that we're working to meet that need." - Judith Wood

PORTAGE TOWNSHIP

Director of Adult Education: Kenneth Woodruff

FY 81 PROGRAM FUNDS

Federal	State	CETA
$142,245.27	$183,799.32	$100,000.00

ENROLLMENT: 1,638

CONTACT HOURS: 130,346

Administration

- Fiscal Agent - Portage Township Schools
- Director of Adult Education spends 50% of his time on ABE and reports to the Assistant Superintendent of Secondary Education
- Program has full-time Assistant Director

Program Overview - Portage Township ABE:

- Had 27 sites in FY81. Because of funding cuts in FY82, the program was reduced to 15 sites, one in the Adult Education Center, one in a jail, one in a cerebral palsy clinic, one in a nursing home, four in libraries, one in a YMCA, two in churches, two in banks, one in a mobile home park, and one which operates from a van.
- is an open entry/exit program and is tutorial in nature.
- uses the WRAT for intake assessment.
- has strong ties to Literacy Volunteers of America (LVA).

FY 81 Program Goals

	Projected	Actual
Percent of Level I students who enrolled	80%	66%
Percent of Level II students who enrolled	75%	66%

Special Features

Portage ABE provides adult-oriented programming in a decentralized system of learning centers which have strong ties to their own local communities. Goal setting is a collaborative effort between teacher and student and an individualized tutorial approach helps students achieve their goals.

Student Follow-up

Follow up is done by the local teacher/coordinator. Some students may be contacted after one week, but all students are contacted no later than one month after they stop attending.

> *"Our program sites are located in many types of facilities such as mobile homes, bank basements, libraries, churches, and storefronts. Moving the program out of the schools helps in two ways. It removes one obstacle for students who don't like school and it gives the community more ownership of the program and makes them very protective of it." - Ken Woodruff*

RICHMOND

Director of Adult and Community Education: Robert E. Lindsey

FY 81 PROGRAM FUNDS

Federal	State	CETA
$35,579.00	$56,874.13	$ -0-

ENROLLMENT: 342

CONTACT HOURS: 15,178

Administration

- Fiscal Agent - Richmond Community School Corporation
- The Director of Adult and Community Education spends 30% of his time on ABE
- The part-time ABE Coordinator is responsible for daily operations including scheduling classes,
  ordering materials, etc.

Program Overview - Richmond ABE:

- has six sites, four located in schools, one at a center for mentally retarded and physically handicapped, and one at a state hospital.
- uses TABE for intake assessment

FY 81 Program Goals

	Projected	Actual
Percent of Level I students who enrolled	95%	68%
Percent of Level II students who enrolled	95%	67%

Special Features

An Adult Education Consortium with representatives of 18 community and educational organizations was established to provide support for the introduction of the ABE program three years ago.

Student Follow-up

When students have not attended class for three weeks, teachers call them. Postcards with "You are Missed" messages are also sent.

> *"The most unique aspect of the Richmond program is its scope; for a program only three years old there is a variety of class offerings in many different locations serving varying target populations."*
> *- Margaret Muse*

SOUTH BEND*

Coordinator of Adult and Community Education: Rex Miller

FY 81 PROGRAM FUNDS

Federal	State	CETA
$41,645.40	$97,952.84	$ -0-

ENROLLMENT: 761

CONTACT HOURS: 38,377

Administration

- Fiscal Agent - South Bend Community School Corporation
- Coordinator, Adult and Community Education spends 50% of his time on ABE and reports to the Director of Vocational and Adult Education

Program Overview - South Bend ABE:

- has four sites, one at the Central Career Center, two in community centers, and one in a community-based organization.
- has an open entry/exit program.
- uses the SRA reading, Steck-Vaughn math and Noonan-Bradley math for intake assessment.
- utilizes volunteers.

FY 81 Program Goals

	Projected	Actual
Percent of Level I students who enrolled	65%	58%
Percent of Level II students who enrolled	65%	62%

Special Features

South Bend has had adult education since 1907.

Student Follow-up

If a person attends regularly, a follow-up call might be made or a postcard sent after they miss one or two classes. Otherwise, they try to go through their files every two or three weeks.

> *"South Bend ABE serves the needs of the community by providing adults with individualized basic instruction. - Rex Miller*

*Program description was not verified with the program director.

SOUTHEASTERN INDIANA VOCATIONAL SCHOOL

Director of Adult Education: JoDell Main

FY 81 PROGRAM FUNDS

Federal	State	CETA
$48,082.00	$41,667.89	$ -0-

ENROLLMENT: 502

CONTACT HOURS: 26,043

Administration

- o Fiscal Agent - Southeastern Indiana Vocational School
- o Director, Adult Education spends 100% of her time on ABE, and reports to the Vocational Director. The Vocational Director assists with budgetary, hiring, and contract policy.

Program Overview - Southeastern Indiana Vocational School ABE:

- o has 13 sites, one at the vocational school, seven in school buildings, one in a church, one in an Occupational Development Center, one in a senior citizen center and two at state hospitals.
- o has an open entry/exit program.
- o uses Stanford Achievement Test, WRAT, General Education Performance Index and Slosson Oral Reading Test, among others, for intake assessment.

FY 81 Program Goals

	Projected	Actual
Percent of Level I students who enrolled	75%	82%
Percent of Level II students who enrolled	75%	71%

Special Features

Satellite locations include two state hospitals, Muscatatuck State Hospital and Madison State Hospital.

Student Follow-up

Telephone follow up is done when students miss class for three weeks.

> *" Our teaching staff is an eclectic collection of very diverse, talented persons united by a love of teaching and a dedication to a bootstraps philosophy. Southeastern is unique in its remote class sites, linked by marginally accessible roads, in areas where the closest city is often in Ohio or Kentucky." - JoDell Main*

TIPPECANOE SCHOOL CORPORATION*

Administrative Assistant-Instructional Services: Harold Hanes

FY 81 PROGRAM FUNDS

Federal	State	CETA
$60,455.02	$90,930.67	$10,000.00

ENROLLMENT: 1,128
CONTACT HOURS: 44,935

Administration
- Fiscal Agent - Tippecanoe School Corporation
- Administrative Assistant-Instructional Services spends 10% of his time on ABE and reports to the Assistant Superintendent for Instruction

Program Overview - Tippecanoe ABE:
- has two sites, an ABE program at the school corporation administration building, and an ESL program at a church.
- has an open entry/exit program.
- uses Stanford Achievement Test for intake assessment.

FY 81 PROGRAM GOALS

	Projected	Actual
Percent of Level I students who enrolled	75%	58%
Percent of Level II students who enrolled	70%	73%

Special Features
A large percentage of students in the program do, in fact, take the GED.

Student Follow-up
Teacher does telephone follow up and gives results to the director for reporting.

> *"We serve a wide age range of people, with some students as old as 85. Students may come in off the street at any time and get into our program." - Harold Hanes*

*Program description was not verified with the program director.

TIPPECANOE VALLEY

Director of Adult and Community Education: Richard K. Ralston

FY 81 PROGRAM FUNDS

Federal	State	CETA
$6,408.00	$13,429.80	$ -0-

ENROLLMENT: 75

CONTACT HOURS: 5,021

Administration

- o Fiscal Agent - Tippecanoe Valley School Corporation
- o Director, Adult and Community Education spends 10-15% of his time on ABE and reports to the Superintendent.

Program Overview - Tippecanoe Valley ABE:

- o has three sites, two located in elementary schools, and one in a church.
- o has former ABE students and staff that work as volunteers.
- o uses the TABE for intake assessment.
- o has an open entry/exit program.
- o has during the past year, emphasized public relations including media coverage and speeches to community groups.

FY 81 PROGRAM GOALS

	Projected	Actual
Percent of Level I students who enrolled	75%	67%
Percent of Level II students who enrolled	50%	89%

Special Features

Tippecanoe Valley uses posters and grocery bag stuffers as part of their public relations campaign.

Student Follow-up

As a general rule, follow up is done after two weeks. Separation and impact data are difficult to collect.

> *"Our program is totally individualized and is open to any student who needs ABE instruction." - Richard Ralston*

UPPER WABASH VOCATIONAL SCHOOL

Supervisor of ABE: Russell Miller

FY 81 PROGRAM FUNDS

Federal	State	CETA
$14,111.05	$ -0-	$72,937.00

ENROLLMENT: 263

CONTACT HOURS: 39,729

Administration
- Fiscal Agent - Upper Wabash Vocational School
- Supervisor, Adult Education spends 10% of his time on ABE and reports to the Vocational Director

Program Overview - Upper Wabash ABE:
- has four sites, one located in a career center, two in ODC offices, and one in a library.
- has an open entry/exit program.
- uses TABE for intake assessment.

FY 81 PROGRAM GOALS

	Projected	Actual
Percent of Level I students who enrolled	60%	77%
Percent of Level II students who enrolled	40%	59%

Special Features

The program has very strong linkages with CETA.

Student Follow-up

Teachers are responsible for collecting separation and impact data. Sometimes follow-up calls are made. There is no formal system.

> *"We have had an unusually large proportion of ESL students in our program. Their progress and accomplishments have been rewarding."*
> *- Russell Miller*

VIGO COUNTY

Coordinator of ABE: John Lubbehusen

FY 81 PROGRAM FUNDS

Federal	State	CETA
$21,438.20	$32,369.15	$ -0-

ENROLLMENT: 388

CONTACT HOURS: 16,146

Administration
- o Fiscal Agent - Vigo County School Corporation
- o Coordinator spends 70% of his time on ABE and reports to the Director of Adult Education

Program Overview - Vigo County ABE:
- o has eight sites, five located in schools and three in libraries.
- o has an open entry/exit program.
- o uses the Stanford Achievement Test, Gates-MacGinitie, Steck-Vaughn, and Mott Basic Language for intake assessment.

FY 81 PROGRAM GOALS

	Projected	Actual
Percent of Level I students who enrolled	85-88%	74%
Percent of Level II students who enrolled	75-80%	61%

Special Features

Magazines from the local schools are used as supplementary materials.

Student Follow-up

The time frame for student follow up varies from teacher to teacher and is generally done one day to one week after a student misses class.

> *"The best thing about our program is the staff. All the teachers work well together, are conscientious and experienced."*
> *- John Lubbehusen*

VINCENNES UNIVERSITY

Director of ABE: LaVon L. Coate

FY 81 PROGRAM FUNDS

Federal	State	CETA
$94,913.79	$ -0-	$ -0-

ENROLLMENT: 497

CONTACT HOURS: 20,369

Administration

- Fiscal Agent - Vincennes University
- Director spends 100% of her time on ABE and reports to the Vice President for Community Services, Vincennes University

Program Overview - Vincennes University ABE:

- has nine sites, one located at the University, one at an EOC, one in the Head Start building, one in the Housing Authority office, one in a community center, one in a National Guard Armory, one in a CAAP building, one at the Association for Retarded Citizens, and one in a penitentiary.
- as of Spring 1982, has added two more sites in business and industrial settings.
- uses ABLE and self-developed tests for intake assessment.
- has an open entry/exit program.

FY 81 PROGRAM GOALS

	Projected	Actual
Percent of Level I students who enrolled	50%	59%
Percent of Level II students who enrolled	50%	43%

Special Features

Program staff have developed their own individualized curriculum, tests, and student skill inventories, the CUBE system.

Student Follow-up

Follow up is done after students miss three classes.

> *"We are proud of our quality: number of students per teacher per hour, retention rate, completion rate, progress rate, and level of the students." - LaVon L. Coate*

VINCENNES UNIVERSITY - JASPER CENTER

Coordinator of ABE: Bryan Gregory

FY 81 PROGRAM FUNDS

Federal	State	CETA
$102,826.07	$ -0-	$ -0-

ENROLLMENT: 429

CONTACT HOURS: 16,212

Administration

- Fiscal Agent - Vincennes University
- Coordinator spends 100% of his time on ABE and reports to the Dean of the Jasper Center

Program Overview - Vincennes University - Jasper Center ABE:

- has eleven sites, six in schools, one in a sheltered workshop, one in a senior citizens center, one in a community center, one in a public library, and one in an office complex.
- has an open entry/exit program.
- uses TABE for intake assessment.
- has strong linkages with community agencies such as CETA and Veterans Upward Bound.

FY 81 Program Goals

	Projected	Actual
Percent of Level I students who enrolled	60%	49%
Percent of Level II students who enrolled	65%	36%

Special Features

The Talent Search Program helps persons who have left high school or college return to school at the level they need.

Student Follow-up

Follow up is done if a student misses approximately eight classes in a month.

> *"We provide services to a widespread rural community with a sparse population and a low level of educational attainment."*
> *- Bryan Gregory*

WAYNE TOWNSHIP

Coordinator of ABE: Ruth Huffman

FY 81 PROGRAM FUNDS

Federal	State	CETA
$42,105.00	$60,301.59	$ -0-

ENROLLMENT: 753

CONTACT HOURS: 20,725

Administration

- o Fiscal Agent - MSD Wayne Township
- o Coordinator reports to the Assistant to the Superintendent-Extended Services

Program Overview - Wayne Township ABE:

- o has two sites, one located in a school, and one in a UAW union hall.
- o has an open entry/exit program.
- o uses CAT, WRAT, and TABE for intake assessment.

FY 81 PROGRAM GOALS

	Projected	Actual
Percent of Level I students who enrolled	80%	82%
Percent of Level II students who enrolled	96%	90%

Special Features

The wide variety of instructional and career resource materials are well organized to provide easy access to various learning levels.

Student Follow-up

The coordinator does telephone follow-up after three absences to collect separation data.

> *"The ABE program is situated in a rural community setting without public transportation, yet within the boundaries of a large metropolitan area and is bordered by a large county that does not have ABE. This provides a unique challenge to present adults with a basic education." - Ruth Huffman*

TASKS BEYOND THE SCOPE OF THIS PROJECT

There were several evaluation-related activities that simply were not possible within the scope of this project.

Cost-related

- o Use of school corporation budgets filed with DPI Division of School Finance to determine amount of line item expenditures attributed to ABE. We did investigate this source enough to determine that these figures would not be appropriate for use in our comparable cost measure.

However, we feel these data are a resource that could be used in the future to explore local cost issues.

- o Attach dollar amounts to fiscal agent contributions of rent, utilities, and maintenance. Perhaps using the breakouts of the kinds of contributions provided, (included in this report) and figures for these costs available from some school corporations, at least rough estimates of dollar amounts for these contributions could be determined.

Program Outcomes

- o Investigate the Goal Attainment Scale being developed at the Lafayette Reading Academy to explore its applicability statewide.

With the small amount of time NED staff did spend exploring this work, at this time we can only commend the Lafayette Reading Academy for their developmental resourcefulness and recommend that representatives from there be involved in any ABE community task force concerning program outcome measures.

- o Design a "package" of program descriptors. The groundwork has been laid. The next step is to list categories of information needed to successfully describe and compare ABE programs.

EVERY STUDY HAS AN END . . . OR IS IT THE BEGINNING?

One of the most rewarding aspects of this entire project is that we know we are not simply making idle recommendations for a required evaluation of some sort. The ABE community genuinely wants to know "some things" about their statewide operation.

DPI staff, the Steering Committee, and the entire ABE community have expressed much interest in this study. Their response to Phase II of the evaluation was most gratifying--they used it!

We anticipate that this study has taken the ABE community one step closer to an equitable accountability system.

We believe in the value of this study because we believe the ABE community is ready, willing to, capable of, and will make the next necessary steps.

SUPPLEMENTARY SECTION

- O TECHNICAL APPENDIX

- O COPIES OF NED SURVEY INSTRUMENT
  - DIRECTOR INTERVIEW GUIDE
  - TEACHER INTERVIEW GUIDE
  - "POP QUIZ"
  - DIRECTORS' LOCAL COST SURVEY

- O FOOTNOTE SOURCES

TECHNICAL APPENDIX

Pearson r correlation was used in analyses.

A typical lab research study has an hypotheses which is either "proved" or "disproved" in the analyses. A field study of the nature of this evaluation begins with a question of program significance and utilizes many data sources while examining possible pertinent relationships. Our analyses question was

"What ABE program practices and procedures are cost-effective/cost-efficient?

Data sources for analyses reported in "COST AND ABE PRACTICES AND PROCEDURES" section:

o Urban/Rural location	- First analyses used Federal standards: Urban - 100,000 population Rural - 2,500 or less - Second analyses grouped programs in 5 population size categories.
o Number of sites o Age of program o Number of aides/full-time teachers	- Director questionnaires
o Use of volunteers o Use of free media o Making consumable instructional materials non-consumable	- Teacher questionnaires
o Enrollment by level o Cost per contact hour o Level I retention rate	- Cumulative Report
o Cost per enrollment	- Federal Report, Table 1

ENROLLMENT CORRELATIONS

- all were significant at the $p < .00$ level (N=46)

Description	Coefficient
o % of APL 1 and 2 enrollment related to % ESL of enrollment	.4991
o % APL 1 and 2 of enrollment related to % Level II of enrollment	.6623
o % ESL of enrollment related to % Level II of enrollment	.4372
o % Level I, Phase 1 of enrollment and % ESL	.6601
o % Level I, Phase 1 of enrollment related to % Level II enrollment	.4379

% of enrollment is proportion of particular level (ESL, etc.) to total enrollment

The following items were used in the survey we conducted. Some format changes were made for final report purposes.

_____ Site Visit
_____ Phone Call
_____ Interviewers Initials

_____ Follow-up needed
_____ Complete
_____

DO NOT WRITE IN THIS AREA

DIRECTOR FORM

Program and identifying information was obtained on each survey.

I. DESCRIPTION

A. CLASS SITES

1. _____ # of satellites

2. _____ total # of sites (# of satellites + 1)

3. Where is each site in this program, what days is each open, and what hours are they open?

CENTRAL LOCATION		
City/Place	Days Open	Hours Open
a)		

EXAMPLE ⇨

SATELLITE LOCATION		
City/Place	Days Open	Hours Open
b)		
c)		
Newburg--First Methodist Church	*Mon.* *Tue.* *Wed.*	8 - 5 6pm - *10pm* 8am - *Noon*

B. STAFF

1. Instructors

	Satellite			Central Location		
	RC	SC	NC	RC	SC	NC
FULL-TIME	a)	b)	c)	d)	e)	f)
PART-TIME	g)	h)	i)	j)	k)	l)
						m)

TOTAL

NOTE: (RC) = REGULAR CONTRACT
(SC) = SUPPLEMENTAL CONTRACT
(NC) = NO CONTRACT

n) How many instructors teach full-time during the day (K-12) as well as ABE in the evening? ______________

o) What is the difference between a contract teacher, a supplemental contract teacher, and a non-contract teacher? (i.e., are there differences in salary hours, benefits, etc.)

2. Support Staff

a. _____ # clerical

b. _____ # counselors

c. _____ # job developers

d. _____ # recruiters

e. _____ # aids

f. _____ # volunteers

g. _____ # custodians

h. _____ # other (please explain)

3. Administration

ADMINISTRATIVE HIERARCHY (by title)	% ABE TIME
a)	
b)	

D. WAITING LISTS

1. _____ yes, we have a waiting list

2. _____ no, we don't have a waiting list, but we could use one

3. _____ no, we don't have the need for a waiting list

4. If there is a waiting list, please describe the procedure used:

II. COST EFFECTIVENESS

A. _____ Volunteers are used. Who are used as volunteers?

1. _____ students
2. _____ community members (in general)
3. _____ senior citizens
4. _____ service club members
5. _____ other (please describe)
6. How are volunteers recruited?

B. _____ Local fund raising has taken place.

1. Describe fund raising methods used:
2. $__________ Dollars were raised.

C. _____ Free media are used.

1. _____ TV
2. _____ Newspaper
3. _____ Radio
4. _____ Other (please describe)

D. _____ Aides are used.

E. _____ Are there any other cost-cutting measures your program uses?

F. CUTS

1. _____ Cuts in the program have been made.
    a. _____ classes consolidated
    b. _____ teachers let go
    c. _____ other (please describe)
2. When did these cuts take place?
3. Do they expect anymore? If yes, please describe.

III. RECORD KEEPING

A. DIFFICULTY

Which reporting form(s) do you find the most difficult to complete?

B. DIFFERENCES AMONG SITES

1. Are there differences among your sites in:

YES	NO	
___	___	a) attendance procedures (please explain)
___	___	b) assessment tests used (please explain)
___	___	c) instructional materials used (please explain)
___	___	d) ongoing assessment (please explain)

IV. MISCELLANEOUS

A. What documentation is provided for local program expenditures?

B. What other agencies in your service area provide basic education?

Agency	Population Served

The following items were used in the teacher survey. Some format changes were made for reporting purposes.

_____ Site Visit
_____ Phone Call
_____ Interviewers Initials

_____ Follow-up needed
_____ Complete
_____

DO NOT WRITE IN THIS AREA

TEACHER FORM

Program and identifying information was obtained on each survey.

I. DESCRIPTION

A. CLASS STRUCTURE

1. Time Structure (check the appropriate choice)

a. _____ open entry/exit describe:

b. _____ closed time periods describe:

B. INSTRUCTIONAL METHODS

1. Methods Used (check the appropriate choices)

a. _____ individualized instruction
b. _____ peer tutoring
c. _____ volunteer tutoring
d. _____ homebound instruction
e. _____ group instruction/ mixed level
f. _____ group instruction/ separated by level
g. _____ other (please explain)

2. Percent (%) of Time Spent on Instructional Methods

	Group Instruction	Individual Instruction
Teachers	%	%
Aides	%	%
Volunteers	%	%

C. ATTENDANCE PROCEDURES

1. _____ student sign in/out

2. _____ teacher count (i.e., when does the teacher count and how often) PLEASE DESCRIBE

3. _____ other (please describe)

D. SUPPORT SERVICES

We asked interviewee to describe their answer for each item.

1. _____ counseling
2. _____ transportation
3. _____ vocational guidance
4. _____ childcare
5. _____ other

E. ASSESSMENT

1. Intake Assessment

a. _____ testing is done as soon as student arrives.

b. _____ testing is done during first session but not first thing.

c. _____ testing is done after first class.

d. If testing does not take place during first session, when does it take place?

e. Each student is tested at the same time.

_____ yes _____ no

f. Why did this program choose to test at the time they did?

g. tests used:

List tests by Publisher if a booktest, by name if standardized, or by subject area if teacher made.	Book Test	Standard	Teacher Made
	(Check appropriate box)		

2. Ongoing Assessment

a. _____ testing is done periodically, no set times.

b. _____ testing is done upon completion of subject unit.

c. _____ there is no testing until practice GED.

d. _____ there is no testing until GED.

e. _____ testing takes place upon student separation.

f. _____ other (please explain)

g. _____ Each student is tested during the course of the program (in
If not, why?

h. tests used:

Same grid was used here as was used in item 1. g.

F. MATERIALS

	SUFFICIENT	NOT SUFFICIENT
Grade 0-4	a	e
Grade 5-8	b	f
ESL	c	g
GED PREP.	d	h

i. If any "not sufficient" answers are chosen, please describe why.

G. LINKAGES

Sites were asked which agencies they cooperate with and the frequency of contact. The choices of frequency were:

- o Cooperate with often (one or more times a month)
- o Cooperate with periodically (at least once every six months)
- o Seldom cooperate with (at least once every year)
- o Never cooperate with

- CETA
- Welfare Department
- Employment Security
- Unions
- Businesses
- Hospitals
- Churches
- College & University
- Library
- Vocational Rehabilitation
- CAAP
- Community Organizations
- Vocational Programs
- VISTA
- Voluntary Organizations
- Health Organizations
- Right to Read
- Township Trustee
- Parks and Recreation
- Social Security
- Senior Citizen Groups
- Armed Forces
- YMCA/YWCA

II. COST EFFECTIVENESS

A. _____ Volunteers are used. Who are used as volunteers?

  1. _____ students
  2. _____ community members (in general)
  3. _____ senior citizens
  4. _____ service club members
  5. _____ other (please describe)

B. _____ Local fund raising has taken place.

  1. _____ Describe fund raising methods used:
  2. $__________ Dollars were raised.

C. _____ Free media are used.

  1. _____ TV
  2. _____ Newspaper
  3. _____ Radio
  4. _____ Other (please describe)

D. _____ Aides are used.

E. _____ Consumable materials are made non-consumable. (i.e., copies, laminated, etc.)

F. _____ Are there any other cost-cutting measures your program uses?

G. _____ Cuts

  1. _____ Cuts in the program have been made.
    a. _____ classes consolidated
    b. _____ teachers let go
    c. _____ other (please describe)

III. RECORD KEEPING

(Interviewers asked to see documentation when going through this portion of interview.)

For each question, interviewers asked who collects the data and if the information was kept uniformly.

A. INTAKE INFORMATION

1. What data are collected during the intake process?

2. During this process, does the program staff determine whether:

   a. _____ a student is on welfare
   b. _____ a student has a job and what type it is
   c. _____ a student is unemployed
   d. _____ a student is a U.S. citizen
   e. _____ a student has a drivers license

B. STUDENT PROGRESS

1. _____ grades are kept in student folders

2. _____ progress is on a chart

3. _____ other (please describe)

4. How are these data summarized?

   a. _____ weekly
   b. _____ monthly
   c. _____ quarterly
   d. _____ yearly
   e. _____ not summarized

5. If teacher computes contact hours from his/her observation, watch and verify. Does she/he appear to be accurate?

   a. _____ yes
   b. _____ no

D. RETENTION

1. How is this information collected?

2. How are these data summarized?

   a. _____ daily
   b. _____ weekly
   c. _____ monthly
   d. _____ yearly
   e. _____ quarterly
   f. _____ other (please describe)

E. SEPARATION DATA (why a person leaves ABE)

1. How is this collected?

   a. _____ phone follow-up
   b. _____ guess
   c. _____ friends or family
   d. _____ other students
   e. _____ students let them know
   f. _____ other (please describe)

2. How many days (class periods) must a student miss prior to follow-up?

F. IMPACT DATA (What an ABE student does as a result of ABE, i.e., get a better job, receive citizenship.)

1. How is this collected?

   a. _____ phone follow-up
   b. _____ guess
   c. _____ friends or family
   d. _____ other students
   e. _____ students let them know
   f. _____ other (please describe)

2. How is this data summarized?

   a. _____ daily
   b. _____ weekly
   c. _____ monthly
   d. _____ yearly
   e. _____ quarterly
   f. _____ other (please describe)

G. MET PERSONAL OBJECTIVES

Meeting personal objectives is one reason for separation listed on the reporting form.

1. How is this determined?

2. Is there any documentation?

   a. _____ yes   b. _____ no

H. DIFFICULTY

Which reporting form(s) do you find most difficult to complete?

"POP QUIZ"

This "POP QUIZ" was administered by NED Staff during site visits.

We are interested in the operational definitions of common terms used by ABE staff who are responsible for the collection of data which will be used on the state and/or federal reporting forms.

DIRECTIONS: Please write beside the terms listed below, your understanding of their definitions.

ENROLLMENT:

REGISTRATION:

UNITS OF INSTRUCTION:

LEVEL I:

LEVEL II:

This was completed by

1. _____ part-time teacher (who also teaches full-time K-12)
2. _____ full-time teacher
3. _____ part-time teacher
4. _____ administrator
5. _____ clerical staff
6. _____ other

Program Code______

ABE
DIRECTOR QUESTIONNAIRE

Director______________________________ Phone__________________

1. **Fiscal Agent** ___ a. School Corporation ___ b. Other____________________

____

2. *"What year did this program first receive funding through DPI?"*________

3. *"Was there an ABE program prior to that time funded in some other way?"* __ Yes __ No
   If yes *"Please explain."*

Direct Allocation

4. *"Does your ABE program get any direct allocation of funds from the school corporation (fiscal agent)?"* (Not match or in-kind services)

   ___ Yes ___ No

   If yes *"What are these funds used for?"*

5. *"Are there any employees paid totally by the local school corporation that spend 100% of their time on ABE?"* ___ Yes ___No

   (Probe: Director, teachers, aides, clerical, other)

   Position — Estimated Salary (within $500)

6. *"Are there any employees paid totally by the local school corporation that spend at least 50%, but not 100%, of their time on ABE?"* ___ Yes ___No

   Position — Estimated Salary (within $500)

7. *"Does your school accounting system allow cost of utilities to be obtained on a building by building basis?"*

   ___ Yes ___ No

   If no-

   "How does your school corporation's central business office calculate costs of utilities?"

8. *"If you received an additional 5-10% cut in total reimbursement from state and federal monies, what would be the consequence to your program?"*

___ administrator time cut
___ teacher(s) cut
___ paraprofessional, aide, support staff cut
___ class(es) cut
___ program fold
___ reduction in class/teacher hours

Comments:

Indirect Funding

"What services are provided to your program from your fiscal agent?"
(If yes, number service, then put same number with explanation in right-hand column.)

Service	Explanation
PROGRAM STAFF (less than 50% of their time) o Director ___ o Teachers ___ o Aides ___ o Security ___ o Counselors ___ o Clerical ___ o Other ___	
ADMINISTRATIVE/OFFICE SUPPLIES Equipment (use of) o Typewriters ___ o Copiers ___ o Computer ___ o Other ___ Supplies o Pens, pencils, paper clips, etc. ___ o Postage ___ o Record-keeping forms ___ o Other ___ Services o Phone ___ o Travel ___ o Other ___	

SITES

TYPE I - Classes held on school-owned property (elementary through secondary)
TYPE II - Institutional settings (special populations)
TYPE III - Community settings (public)/properties (libraries, churches, etc.)
TYPE IV - Community settings (private)/properties (universities, private homes, etc.)

TYPE/Location; description of classes/facility	Services Provided/Explanation	
	___ Rent ___ Janitorial	___ Utilities ___ Maintenance
	___ Rent ___ Janitorial	___ Utilities ___ Maintenance
	___ Rent ___ Janitorial	___ Utilities ___ Maintenance
	___ Rent ___ Janitorial	___ Utilities ___ Maintenance

The original form had a separate page for each site type.

"What office/administrative supplies do you need for your program that are not paid for by the school (fiscal agent)?"	
INSTRUCTIONAL SUPPLIES Materials o Diagnostic/assessment instruments ___ o Instructional workbooks/texts ___ o Copies/dittos for student handouts ___ o Classroom teaching aides (bulletin boards, displays, maps, etc.) ___ o Other ___ Equipment o A-V equipment ___ o Instructional computer ___ o Other ___	

FOOTNOTE SOURCES

1. "Adult Basic Education Guidelines and Operating Procedures", January, 1981. (page 1).

2. - 6. "Final Report for the Federally-Assisted Adult Education Program 1980-81". (pages 1 - 3).

7. "Adult Basic Education Guidelines and Operating Procedures", January, 1981. (page 17).

8. - 9. "Final Report for the Federally-Assisted Adult Education Program 1980-81". (page 3).

10. State Plan Hearing Documentation - PUBLIC SEGMENT.

11. - 12. Department of Education State and Metro Area Data Book, Bureau of Census (RHA202.A4, 1979).

13. "Adult Basic Education Guidelines and Operating Procedures", January, 1981. (page 18).

14. "Final Report for the Federally-Assisted Adult Education Program 1980-81". (page 7).

DATA SOURCES FOR

- "APPLES AND ORANGES COMPARISONS"

School Corporation figures - State Board of Tax Commissioners

State agency, university - Phone calls to fiscal departments

MX Missile - Social Issues Resources Series; Defense Volume